

# CHAPTER I

## INTRODUCTION

### A. The Background of the Problems

Reading is one of the language skills that has to be mastered by the students in learning language. It is not only a process of eyes movement to the printed materials, but also the process of encoding and thinking. It means that reading is a process of understanding the encoding messages in order to get information and knowledge. In reading, a reader is actively responsible for making sense of text and know the meaning of the text. Besides, it is not only a source of information, but also as a means of consolidating and extending one's knowledge of the language.<sup>1</sup> Linse says that reading is a set of skill that involves making sense and deriving meaning from the printed words.<sup>2</sup> So, it is the cooperation of eyes and brain. When the reader reads a text, there is an interaction between reader and the text.

As one of the receptive language skills in teaching and learning process, reading is an important language skill to improve general knowledge of English. In this case, reading helps students learn to think in English. Harmer says that reading is useful for many purposes. It can help writing and provides opportunities to study language, such as in vocabulary, grammar, punctuation, the way how to construct sentence, and so on.<sup>3</sup> In learning reading skill, students have to realize that the aim of learning this skill is to enable them to comprehend reading text in their effort to enrich their knowledge. They do not only

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<sup>1</sup>M.F. Patel, and Praveen M. Jain, *Language Teaching: Methods, Tools, and Techniques*. (Jaipur : Sunrise Publisher and Distributors, 2008), p. 114

<sup>2</sup>Caroline T. Linse, and David Nunan, *Practical English Language Teaching: Young Learners*. ( New York : McGraw - Hill Companies, Inc., 2005), p. 69

<sup>3</sup>Jeremy Harmer, *How to Teach English*. (Cambridge: Longman, 1998), p. 68

have to understand the structure of the text, but also have to comprehend the meaning of the texts. So, although reading is helpful for students, it is not as simple as they think.

Reading needs comprehension. Many people can read, but not all can understand what they have read. Theoretically, become good readers need strategies in reading. The strategies in reading are used by the readers to enhance comprehension and overcome comprehension failures. It is supported by Kalayo Hasibuan point out “Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.<sup>4</sup> So, The teacher has to be selective to choose the appropriate technique or strategy in teaching reading. If the learners do not have strategies in reading, they will find difficulties to understand and to make sense what they read.

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 State Senior High School 1 Kuantan Hilir learn English through the guidance of the School Based Curriculum (KTSP) brought out by their English teachers in the teaching and learning process. The government policy under Office of Regional Education and Cultural Affairs of the Regency of Kuantan Singingi has established the 2013 Curriculum for the teaching of English and other subject matters. This policy is only conducted at grade I, III, and V of Elementary school level, grade VII at Junior High School level, and grade X at Senior High School level.

This research was conducted to the second year or to grade XI students; so that the School Based Curriculum is still being used for the teaching and learning of English. It is

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<sup>4</sup>Kalayo Hasibuan, and M. Fauzan Ansyari, *Teaching English as a Foreign language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press,2007), p.115

stated in this curriculum that English teaching and learning process at this school has two periods of time allocation that takes ninety minutes for one period a week. The minimum standard curriculum achievement of each student's score in English subject is 70.

Based on the writer's preliminary observation at the State Senior High School 1 Kuantan Hilir, she was informed by the English teacher that in teaching reading, several strategies and techniques had been implemented. The strategies and techniques, such as, skimming, scanning, group discussion, and directed reading activity were among other strategies applied at this school. This was particularly to achieve the basic competence of the students when they learnt English, especially when the reading text was applied. In addition, the specific objective of teaching reading as underlined in the KTSP states "students understand 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."<sup>5</sup> This was done in order the students motivated themselves in studying English and reading the English text, both in the classroom and out of the classroom sessions.

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, some of the students still 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 can be itemized in the following symptoms:

1. Some of students were not able to comprehend reading material.
2. Some of students were not able to determine the main idea of the reading text.

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<sup>5</sup>Departemen Pendidikan Nasional, *Badan Standar Nasional Pendidikan Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus Mata Pelajaran Bahasa Inggris SMA/MA*. (Jakarta: Unpublished, 2006), p.23

3. Some of students were not able to determine the generic structures of reading text.
4. Some of students were not able to comprehend the meaning of the text.
5. Some of students were not able to interpret and understand the messages of the texts.
6. Some of students were lack of mastering English vocabularies.

In improving reading comprehension particularly reading genre texts, there must be appropriate strategies that have to be applied to the students in the classroom. Here, the writer offers a strategy for reading comprehension in the classroom. Then, the writer compares with one of the various strategies and techniques that the teacher implements in order to know which strategy is more effective in teaching English for the second year students of Senior High School 1 Kuantan Hilir. The strategy is Think-Pair-Share strategy.

Think-Pair-Share is one of the strategy in cooperative learning. This strategy developed by Frank Lyman and his colleagues at the university of Maryland.<sup>6</sup>Think Pair Share strategy is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, or as a follow-up activity. Douglas states in Martina that think-pair-share strategy in reading can help English language learner and struggling readers better comprehend what they read.<sup>7</sup> This strategy works well with the students because it allows them to formulate their ideas on their own, test them out in a non- threatening way with their partners. Then reinforced by their partners feedback, share their ideas with the class.

Based on the description of above phenomena, the writer was interested in carrying out a research entitled **“A Comparison between Reading Comprehension Taught by Using Directed Reading Activity (DRA) Strategy and Think-Pair-Share (TPS) Strategy of the Second Year Students at State Senior High School 1 Kuantan Hilir “**

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<sup>6</sup>Richard I. Arends, *Learning to Teach*. (New York : The McGraw-Hill Companies, 2007), p.354

<sup>7</sup> Martina, *The Effectiveness of Think-Pair-Share Strategy toward Students' Reading Comprehension at the Second Year of SMPN 1 Air Tiris*. (Pekanbaru: Unpublished) 2011

## **B. The Definition of the Key Terms**

In order to avoid misunderstanding in this research, the writer defines some key terms as follows:

### **1. Comparison**

According to Richard, comparison is describing the similarity or differences between two items<sup>8</sup>. However, in this research, the term of comparison refers to compare two different things or populations. They are between reading comprehension taught by using Directed Reading Activity strategy (XI Science 2) and Think Pair Share strategy (XI Science 1).

### **2. Reading Comprehension**

According to Lince, reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words<sup>9</sup>. So that reading comprehension is a product of understanding the text in order to get information and the meaning of the text.

### **3. Directed Reading Activity**

Directed Reading Activity is a reading comprehension / critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text. It is a strategy for directing the students' silent reading with comprehension-level questions. The students read with stops and pausing to discuss every few paragraphs.<sup>10</sup>

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<sup>8</sup> Richards, Jack C., John Platt, and Heidi Platt. *Longman Dictionary of: Language Teaching and Applied Linguistics, 2<sup>nd</sup> edition*. (Edinburgh Gate, Harlow: Longman Group UK Limited 1992), 229

<sup>9</sup> Caroline T.Linse, *Op.Cit*, p.71

<sup>10</sup> Alan Crawford, *et al, Op.Cit*, p.42

#### **4. Think-Pair-Share Strategy**

According to Lyman, Think-Pair-Share strategy is a multi-code discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group.<sup>11</sup> In this research, Think-Pair-Share is a strategy for directing students think of individual answers to a question posed by the teacher about a text, and then pair up and share their answers with a partner. Later, the teacher calls on two or three pairs to share their answers with the whole class.

### **C. The Problems**

#### **1. The Identification of the Problem**

From the background of the study above, it is inferred that Think-Pair-Share strategy would have contributed to major understanding on reading the English text among the second year students at Senior High School 1 Kuantan Hilir. In order to verify the inference, the problems of this research are identified as follows:

- a. Why were the students not able to comprehend reading material?
- b. Did the students have comprehension problems that they were not able to determine the main idea of the reading text?
- c. What are the student's difficulties that they were not able to determine the generic structures of reading text?
- d. Why were the students not able to comprehend the meaning of the text?
- e. Why were some of students unable to interpret and understand the messages of the texts?

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<sup>11</sup> Jay McTighe, and Frank Lyman, *Cueing Thinking in the Classroom: The promise of Theory Embedded Tools*. (Maryland: Association for Supervision and Curriculum Development, 1988), p. 19

- f. What factors that affect the students were lack of mastering English vocabularies?

## **2. The Limitation of the Problem**

Based on the identification of the problems stated above, thus the writer needs to limit and focus the problem of this research on the comparison between students' reading comprehension taught by using Directed Reading Activity strategy and Think Pair Share strategy of the second year students at State Senior High School 1 Kuantan Hilir.

## **3. The Formulation of the Problem**

Based on the limitation of the problems above, the writer formulates the problems as follows:

- a. How is students' reading comprehension taught by using Directed Reading Activity strategy of the second year students at State Senior High School 1 Kuantan Hilir?
- b. How is students' reading comprehension taught by using Think-Pair-Share strategy of the second year students at State Senior High School 1 Kuantan Hilir?
- c. Is there any significant difference between the students' reading comprehension taught by using Directed Reading Activity strategy and those who were taught by using Think-Pair-Share strategy of the second year students at Senior High School 1 Kuantan Hilir?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

The objectives of this research are:

- a. To find out the students' reading comprehension taught by using Directed Reading Activity strategy at State Senior High School 1 Kuantan Hilir.
- b. To find out the students' reading comprehension taught by using Think-Pair-Share strategy at State Senior High School 1 Kuantan Hilir.
- c. To find out whether there is or no a significant difference between the students' reading comprehension taught by using Directed Reading Activity strategy, and those who were taught by using Think-Pair-Share strategy at State Senior High School 1 Kuantan Hilir?

## **2. The Significance of the Research**

- a. Hopefully this research is able to benefit the writer as a novice researcher especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and invaluable especially for the students and the English teachers at State Senior High School 1 Kuantan Hilir to be taken into account in their teaching and learning process in the future.
- c. Besides, the research findings are expected to be positive information especially for those who are concerned with the teaching and learning of English as a foreign language, and those who are concerned with the world of language teaching in general.
- d. Finally, the research findings are also expected to be the practical and theoretical information to the development of the theories in the world of language teaching.



