

CHAPTER I INTRODUCTION

A. The Background of the Problem

In learning English, there are four skills to learn, they are listening, speaking, reading, and writing. The skills are in one unit that influences one to another. In Senior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Hasibuan, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read news paper and manual, so that they are pursued to master all aspects of English skills¹.

Reading is one of the skills that should be mastered by the students in learning English. Patel said that reading is an important activity in life with which one can update his/her knowledge. Reading is the most important activity in any language class². According to Hasibuan³, reading is an activity with a purpose. The purpose for reading also determines the appropriate approach to reading comprehension. In general, the aim of teaching reading is to develop the students' ability to read the material, to get the information, and to understand the text. It means that reading is the activity to comprehend the text, and by comprehending the text we can get the information or messages from the writer.

Reading is one of the English skills that has been taught at SMA IT Bangkinang. This school uses School Based Curriculum (KTSP) as learning reading English guide. According to syllabus, in reading skill, there are two basic competences that should be achieved by students at the second grade of Senior High School. First, responding the meaning in functional texts (for

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

²Patel, *English Language Teaching* (1st ed.: Sunrise 2008), 113-114, <http://library.nu/> (accessed December 28, 2010).

³Ibid, 114.

example banner, poster, pamphlet, etc) formal and informal which is used in various written language accurately, fluently, acceptably in daily life context and to access the knowledge. Second, responding the meaning and the rhetorical steps in the form of Narrative, Spoof and Hortatory Exposition of an essay which is used in various written languages accurately, fluently acceptably in daily life context and to access the knowledge⁴. So, one of the genres that should be learned by students is the Narrative text. The passing score in this school is 70.

Based on writer's preliminary observation at SMA IT Bangkinang, the teacher commonly used a modeling technique suggested by School-Based Curriculum. In teaching process, the teachers had the students read the whole the text first. Then, the teacher explained the purpose, generic structure and the language features of the text. And then, the teacher asked the students to reread the text in small group discussion, then the teacher asked some question to the student related to the text. Some students appeared to read fluently, but in fact, they did not comprehend what they read.

Based on writer's preliminary observation, the students were still difficult to comprehend the text that they read. This problem may come from the teacher or the students.

It can be seen from the following phenomena:

1. Some of the students are not able to identify main idea of text
2. Some of the students cannot mention the generic structure of the text.
3. Some of the students are not able to interpret the words meaning based on the context of text

⁴Department of National Education, *School Based Curriculum Syllabus of English* (Jakarta: Badan Standar Nasional Pendidikan, 2006), 134.

4. Some of the students have problem about text meaning, they get trouble to comprehend the text.
5. Some of the students have lack of vocabulary.

Based on the phenomena above, it is clear that some of the second year students at SMA Islam Terpadu Bangkinang still have some difficulties in reading comprehension that should be solved by the teacher. The teacher needs an appropriate technique to help the students improve their reading comprehension. According to Blachowicz in Brunner, Exclusion Brainstorming strategy is to assist students as they think about words and ideas they already know related to a specific topic.⁵ It will also provide students the opportunity to explore a controversial topic while differentiating points of view and formulating opinions based upon relevant information. This strategy promotes engagement and encourages critical and complex thinking.

Therefore, the writer is interested in conducting a research entitled “**The Effect of Using Exclusion Brainstorming Strategy toward Reading Comprehension of The Second Year Student at SMA IT Bangkinang**”

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, the writer will give the definition of the terms as follows:

1. Effect is change produced by an action or a cause a result, an outcome⁶. In this research, the effect means the influence of using Exclusion Brainstorming Strategy toward students’ reading comprehension of the second year student at SMA IT Bangkinang.

⁵ Brunner, Judi T. *I Don’t Get It; Helping Students What They Read*. (New York: Electronic Book, 2011), p.6.

⁶Oxford Dictionary, *Learner’s Pocket Dictionary: Third Edition* (New York: Oxford University Press, 2009), 138.

2. Exclusion Brainstorming strategy is to assist the students to think about words and ideas they already know related to a specific topic. It Means to help students activate and build prior knowledge of topic as a way of learning new words or phrases that connect to a larger concept.
3. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language⁷. In other words, reading comprehension is a process by which the reader is constructing the text. In this research, reading comprehension is the capability of the second year students at SMA Islam Terpadu Bangkinang in comprehending the reading text.

C. The Problems

1. Identification of the problem

Based on preliminary observation, the problems of this school are identified as follows:

- a. Students are not able to identify main idea of text.
- b. Students have lack of vocabulary.
- c. Some of the students cannot mention the generic structure of the text.
- d. Some of the students are not able to interpret the words meaning based on the context of text.

2. Limitation of the Problem

Based on the of the problem above, it is clear, there are some problems involved. In order to focus on the topic, it is necessary to limit the problem. Thus, the writer focuses on Students' Reading Comprehension in Narrative Text of the Second Year Students at SMA IT Bangkinang.

3. Formulation of the Problems

Based on the problem limited above, thus the research questions are formulated as follows:

⁷Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Arlington: RAND, 2002), 11, <http://library.nu/> (accessed December 22, 2009).

- a. Is there any significant difference of the reading comprehension of the second year students taught by using and without using Exclusion Brainstorming Strategy at SMA IT Bangkinang?
- b. Is there any significant difference of using Exclusion Brainstorming strategy toward students' reading comprehension of second year at SMA IT Bangkinang?

D. The Objectives and Significance of the Research

1. Objectives of the Research

The objectives of the research can be seen as follows:

- a. To find out the students' reading comprehension taught by using Exclusion Brainstorming strategy.
- b. To find out the students' reading comprehension taught without using Exclusion Brainstorming strategy.
- c. To find out the difference of using Exclusion Brainstorming strategy toward students' reading comprehension of the second year at SMA IT Bangkinang

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To the teacher and the students : to give information and contribution to students and teacher that exclusion brainstorming is a strategy to be used in improving reading comprehension in narrative text.
- b. To give some contributions to the students in order to improve their ability in narrative text.

c. To readers : this reasearch will be as information for the readers especially university students.