

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the skills that should be mastered by the students. The skill needs more attentions from students, because in reading the students must have good interaction with the text in order to get the meaning. Hirai stated that “The more we read, the better we get at it, the better we get it, the more we like it, and the more we like it, the more we do it”.¹ The reading skill becomes very important in educational field. Therefore, the students need to be exercised and trained in order to have a good reading skill. Futhermore by reading, the students can increase their knowledge and know many things. Reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success.²

In reading, the students need comprehension to the text. Reading comprehension is defined as the level of understanding a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result of an interactive process between the reader and the text. Learners should have well understanding and comprehending of

¹Hirai, Debra L. Cook, et.al. *Academic Language / Literacy Strategies for Adolescents*. New York: Routledge. 2010. p.75

² Patel, M.F., and Praveen M. Jain. *English Language Teaching*. Jaipur: Sunrise Publishers & Distributors. 2008. p. 15

communication through the reading. In general, the aim of teaching reading is to develop the students' ability in reading the material, getting information and understanding the text. Comprehension here is meaningful interpretation of printed or written symbols or words that require a combination of word recognition, intellect, and emotion interrelated with prior knowledge. Word recognition means knowledge of vocabulary should be possessed by the reader in order to be able to understand the printed or written words of the target language. The learner who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials.

Reading comprehension is primarily proposed for reading though this is sometimes overlooked when students are asked to read overly difficult text raising student's awareness of main ideas in a text and exploring the organization of a text of essential for good comprehension.³ In teaching and learning process of English, reading has to be mastered by all of the English learners because it is a practiced skill for the students. As a language skill that has to be mastered by the students, reading by comprehending is difficult but it also becomes a challenging activity for the students to be more serious in reading comprehension activities.

SMPN I Tambang is one of the schools that also used School Based Curriculum (KTSP) as its guidance in teaching learning processes. In SMPN I Tambang, English is taught twice a week with duration 40 minutes one hour with the passing grade standard 70. The goals of School based curriculum are;

³William Grabr, “ *Dilemmas for the Development of Second Language Reading Abilities*”. In Jack C. Richard and Willy A. Renandya *Methodologies in Language Teaching and Anthology of Current Practice*. New York, 2002. p. 227

developing the communicative competence in oral and written form to achieve informational literacy level, having awareness about distance and the significance of English, in order to increase national competence in global society, developing understanding of students about the relationship between language and culture.

The basic competences in reading comprehension for the second grade in this school are responding the identified information of the functional text: responding the meaning and rhetorical steps in a simple short essay accurately, smoothly, associated with the environment in the form of the descriptive, report, narrative and procedure text. With the indicators, students can identify the functional informational, descriptive, report, narrative, and procedure texts and the students can answer the questions based on the text.⁴ So, one of the genres that should be learned by the students is descriptive text.

According to syllabus above, it is clear that the students must have the ability to understand and comprehend the reading text. Based on the preliminary study at SMPN I Tambang, some of the students still faced some problems and difficulties in learning English especially in comprehending descriptive text, In this school, the teacher used the Three- phases Technique in teaching reading, in fact, the students were not able to understand what they had read, and the students were not motivated in reading some resources, so that the students got low scores in reading. It means that the Three- phases technique is not good way to teach reading comprehension especially in

⁴Syllabus for the second year students of SMPN I Tambang. 2011/2012.(Kampar: SMPN I Tambang, 2011), Unpublished

descriptive text. The researcher found several problems during the preliminary observation. The problems of the students can be seen in the following symptoms:

1. Some of the students are not able to identify the description of information from the descriptive text clearly.
2. Some of the students are not able to conclude the topic in reading descriptive text.
3. Some of the students are not able to find the detail information in reading descriptive text.
4. Some of the students are not able to recognize the generic structure on descriptive text.
5. Some of the students are not able to identify language feature on descriptive text.

Based on the symptoms above, some of the students of SMPN I Tambang are still low in comprehending the reading text, especially in descriptive text. The teacher only asks the students to read a descriptive text and answer the questions based on the text clearly. Here, to improve students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problems. Actually, there is a strategy that can help the students to improve their reading comprehension, called Before, During, After (B-D-A) Questioning Chart.

Before, During, After (B-D-A) Questioning chart is one part of the Graphic Organizers. Harding states that this strategy encourages active

reading. Students access their prior knowledge about a topic, use questioning strategies to enhance comprehension of the text, and make real life connections.⁵ It means the students are able to comprehend the text and understand about the content of the text. In addition, this strategy enables student to make connections, develop their prior knowledge and determine the important ideas in text.

Before, during, after (B-D-A) Questioning Chart facilitates front loading, guides comprehension, and helps consolidate learning. This strategy involves a questioning chart divided into three sections: before, during, after. The students are introduced to the topic of a reading selection and charts questions they have priority to read such as the meaning of a word in the little or why this topic is important.

Therefore, the writer is interested in learning the problems above into a research entitled: “The Effect of Using Before, During, After (B-D-A) Questioning Chart Strategy toward Reading Comprehension on Descriptive Text of The Second Grade Students at SMPN I Tambang”.

⁵Tracey Harding- Stricker, *Graphic Organizers to Support Active Reading Strategy Instruction, Resources for Grades 2-5*, Mosby Elsevier, 2008, p. 5

B. Definition of the Term

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. B-D-A Questioning Chart Strategy

B-D-A strategy is The “B” stands for before reading; “D” stands for during reading, and “A” stands for after reading. Students start by brainstorming and listing on the chart everything they know about a topic before reading the text. While reading the text, students write brief notes on the new information they find. When the statement agrees with the “before” column they place a check to indicate their prior knowledge. After reading, students summarize the new information they learned.⁶

This strategy helps to make students sure to comprehend what they have read and this strategy helps teachers provide a guide to keep students focus on the reading at hand.

2. Reading Comprehension

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)⁷. It means that reading comprehension is a process of interaction between the reader with the text and the reader relates the idea for the text to prior experiences and their knowledge.

⁶Larry Vandergrift. <http://mbolin.wordpress.com/category/article-summary/>. Retrieved on March 8, 2013.

⁷Harris, karen R. And Steve graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York : The Guilford Press, 2007. P. 23

3. Descriptive Text

Descriptive text is highlight people, things, place, and an animal particularly. Text descriptive thrusts a lot of information about people/ thing/ place/ animals clearly, specified detailed and can be visualized.⁸ Thus, a descriptive text is the one that describes a person, place, or object. In this research, descriptive text is one of the texts learned by students.

C. Problem

1. The Identification of the Problem

Based on the explanation above, the writer would like to identify the problems as follows:

- a. How is students' motivation in learning Reading ?
- b. How is students' feeling when reading English text ?
- c. How is students' vocabulary ?
- d. How is students' grammar mastery ?
- e. How is students' reading comprehension on descriptive text taught by using the strategy used by the teacher ?

2. The Limitation of the Problem

There are many problems in this research. Thus, to avoid misunderstanding in this research, the researcher focuses on the teacher has lack of teaching strategy to teach students in reading comprehension.

⁸Djuharie, O. S. *Bahasa Inggris untuk SMA/ MA*. Bandung : CV, Yrama Widya. 2010. P 9.

To solve these problems the researcher uses Before, During, After (B-D-A) Questioning Chart strategy

3. Formulation of the Problem

Based on the identification above, finally the problem are formulated as follows:

- a. How is the students' reading comprehension in descriptive text taught by using Before, During, After (B-D-A) Questioning Chart Strategy ?
- b. How is the students' reading comprehension in descriptive text taught without using Before, During, After (B-D-A) Questioning Chart Strategy ?
- c. Is there any significant effect of using Before, During, After (B-D-A) Questioning Chart Strategy toward reading comprehension in descriptive text of the second grade students at SMPN 1 Tambang?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the second grade students' reading comprehension on descriptive text taught by using B-D-A Questioning Chart Strategy of the second grade at SMPN I Tambang.
- b. To find out the second grade students' reading comprehension on descriptive text taught without using B-D-A Questioning Chart Strategy of the second grade at SMPN I Tambang.

- c. To see if there is a significant effect of using Before, During, After (B-D-A) Questioning Chart Strategy toward reading comprehension in descriptive text of the second grade students at SMPN 1 Tambang.

2. The Significance of the Research

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

- a. The second grade students of SMPN I Tambang. It is hoped that the students are able to comprehend descriptive texts better than before.
- b. Teachers of English who have problems in teaching reading. It is hoped that Before, During, After (B-D-A) Questioning Chart strategy can help them in teaching reading.
- c. The readers of this research. The writer hopes that this research gives contribution to all readers who are interested in this research.
- d. The writer of this research. It is hoped that the research can enlarge the writer's knowledge about the research especially for the writer's insight in the topic of Before, During, After (B-D-A) Questioning Chart strategy toward reading comprehension on Descriptive text.