CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four basic language skills that must be mastered in language learning. Reading and listening are receptive skills (to receive information) while writing and speaking are productive skills (to convey information) it is usually taught in integration with the three other language skills. Reading is a thinking process that is an activity to get more information or an idea. So, as one of the language skills, reading receives more emphasis than the others. It is given a priority. The focus of learning is to the text book that is used for each level. However, many students have insufficient skills in reading and their reading achievement is poor.

Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can catch the idea of the text, they can follow the arguments of the story or text, they can find the information of the text, and the important one is they can understand the meaning of the story or text. So, as an English teacher, they have to find out some ways to facilitate their students in order that the students are able to understand the text. They can use method, technique, strategy, approach, or activity in teaching four basic language skills.

Commonly, there is no specific subject about teaching reading in Senior High School, just English Subject generally. But, teacher always teaches students reading text. Some of meetings always discuss about reading text. Teacher does not use

variation to get the students' comprehension. So, the students just follow what the teacher said and can not get information of the text that they read or they discussed.

Based on the curriculum, in basic competence students have to give response meaning and rhetoric step in essay. Students have to understand the meaning of short text.[1] They have to understand reading text in order that they can identify the aspects of the text. In SMAN 2 BANGKO, they implement KTSP (Education Unit Level Curriculum). In KTSP, every school should decide that the KKM is 70 for each learning indicator in English Subject and also for SKBM for English. In this fact, English teachers have a big problem to reach the targets. They have to be creative to solve this problem.

English subject in SMAN 2 BANGKO is taught two times a week. Basicly, teacher ought to teach students that not only focus on reading text. Teacher also ought to teach speaking, listening, writing, to make their students usual with English learning. But in here, teacher just gives texts to the students, asks them to translate the paragraph, and asks them to answer some questions. Sometimes, teacher asks students to translate the text, then divide the text into some parts of language features of the text.

Actually, all of the students want to be good readers but most of them have problems and difficulties to comprehend the text. They are also confused about how to catch the information from the text. Specially in SMAN 2 BANGKO. The writer

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[1] Henny Riandary, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA,* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2007), p. 19

found that there are some facts that do not match with the purpose of curriculum. The writer still found that the students' English reading mastery was still low, especially to comprehend reading text.

Based on the observation, the writer found some problems that are faced by students while learning process;

1. Students get difficulties in finding information of the text or in finding the author's idea.

2. Students can not recognize the story elements of the text.

3. Students are not able to make inference of the text.

4. Students are passive in teaching learning process.

5. Students are not interested in learning process.

Based on the problems above, the writer takes a conclusion that the students' reading comprehension is problematic. To solve these problems, the writer used another strategy to help students comprehend reading text. In here the writer used Think, Predict, Read, and Connect strategy. According to Brunner, this strategy focused on teaching reading comprehension of fiction, non-fiction, and expository text.[2] Based on the symptoms, the writer is interested in carrying on the research entitled: **"The Effect of Using Think, Predict, Read, and Connect Strategy towards Students' Reading Comprehension at the Second Year of SMAN 2 BANGKO-Bagansiapiapi".**

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[2] Judi Tilton Brunner, *I DON'T GET IT: Helping Students Understanding What They Read,* (New York: Rowman & Littlefield Publishers, 2011), http://www.library.nu (accessed Desember 12th, 2011)

B. Definition of the Terms

1. Effect

Effect is a measure of the strength of one variable's on another or the relationship between two or more variables.[3] In this research, effect means how Think, Predict, Read, and Connect strategy can influence students' ability in understanding text

2. Think, Predict, Read, and Connect

Think, Predict, Read, and Connect is an instructional strategy that helps students develop general knowledge before, during, and after reading.[4]

3. Strategy

Strategy is a plan of action that can be applied to different situations or tasks and it helps increase understanding, improve memory, solve a particular problem, reach a desired goal, or increase efficiency in performance.[5]

4. Reading

Reading is defined as the activity of looking at and understanding written words.[6]

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[3] Jack C. Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London: pearson Education Limited, 2002), http://www.library.nu (Accessed Oktober 15th, 2011)

[4] Brunner, *Loc.Cit.*

[5] Robert J. Seidel, Kathy C, et.al., *From Principle of Learning to Strategies for Instruction,* (New York: Springer Science+Business Media, LLC 2007), http://www.library.nu (Accessed Oktober 15th 2011)

5. Comprehension

Comprehension is the identification of intended meaning of written or spoken communication.[7]

C. The Problems

1. The Identification of the Problems

Based on the symptoms that have been described in background of the problem above, the problems of this research can be identified as follows:

a. What factors make the students unable to find out the information or the author's idea of the text?

b. What makes the students difficult to recognize the story elements of the text?

c. What causes make the students unable to make inference of the text?

d. How is the students' reading comprehension before being taught by using Think, Predict, Read and Connect strategy?

e. How is the students' reading comprehension after being taught by using Think, Predict, Read and Connect strategy?

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[6] Jack C. Richards and Richard Schmidt, *Op.Cit.,* p. 98
[7] Brunner, *Loc.Cit.*

f. What is the effect of using Think, Predict, Read, and Connect strategy towards students' reading comprehension?

g. Does the students' reading comprehension get better after teacher applied Think, Predict, Read, and Connect strategy?

2. The Limitation of the Problem

Based on the identification of the problems stated above, the writer limits the problem on the students' reading comprehension that focused on three type of reading text, they are report, narrative, and expository text. Therefore, the writer used Think, Predict, Read, and Connect strategy towards students' reading comprehension at the second year of SMAN 2 BANGKO-Bagansiapiapi.

3. The Formulation of the Problem

Based on limitation of the problem above, the research questions are formulated in the following questions:

a. How is the students' reading comprehension that is taught by using Think, Predict, Read and Connect strategy?

b. How is the students' reading comprehension that is taught by using conventional strategy?

c. Is there any significant effect of using Think, Predict, Read, and Connect strategy towards students' reading comprehension at the second year of SMAN 2 BANGKO-Bagansiapiapi?

D. The Objective and Significance of the Research

    1. The Objective of the Research

        a. To know the students' reading comprehension that is taught by using Think, Predict, Read and Connect strategy.

        b. To know the students' reading comprehension that is taught by using conventional strategy.

        c. To know whether there is a siginificant effect of using Think, Predict, Read, and Connect strategy towards students' reading comprehension at the second year of SMAN 2 BANGKO-Bagansiapiapi.

    2. The Significance of the Research

        a. This research finding is expected to support the existence of theories of teaching English as a second and foreign language.

        b. This research finding is expected to give a positive contribution to the teacher as the proper alternative strategy in conducting a teaching.

        c. Motivating students in reading, and inviting them to be active while the learning process is running.