

CHAPTER I

INTRODUCTION

A. Background of the problem

Reading is one of four skills in English language learning. In reading, we read some texts in book and then we are analyzing about the text by our understanding. Reading is the key of knowledge, Through reading the students get much information about something. It is nothing without having comprehension. Without reading, we cannot understand about something. In relation to the idea: “Patel and Jain, Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is keeping students regular in reading which provide them both pleasure and profit”.¹

Some students think that to comprehend reading is very difficult because there are many aspects that must be considered. Activation of background knowledge becomes an important thing in reading process; it makes the readers become active. Because it is very important in reading, so that Gustave says: “Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live”.²

In teaching and learning English process in Indonesia, especially in every educational level, the category of reading as the language skill should be

¹.M.F.Patel and Praveen M.Jain. *English Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers & Distributors, 2008, p.113

² Colin Harrison, *Understanding Reading Development*, London: Sage Publications, 2004, p.16

mastered by students. As one of the language skills, the activity of reading is using knowledge, to comprehend the text. According to the Longman Dictionary of American English, reading is defined as “the activity of looking at and understanding written words.” From the teaching perspective, the emphasis should be on the word *understanding*. Without understanding, there is no reading.³

Junior high school 2 Meral is one of the Junior high schools in Karimun Regency. As a formal education, this school also provides the English subject to the students, especially for reading skill. School Based curriculum (KTSP) states that Junior High School students learn some kinds of texts in English such as procedure, descriptive, recount, narrative and report.”⁴ In this research, the writer focuses on *narrative text*. It is used to know the students’ reading comprehension.

The students of the second grade junior high school 2 Meral Karimun Regency are still encountering difficulties in learning English, especially in term of to reading comprehension. The following are phenomena that writer found during her preliminary observation at Junior high school 2 Meral Karimun Regency:

- a. Some of the students are not able to comprehend the text.
- b. Some of the students are not able to find out the main idea of the text.
- c. Some of the students are not able to identify the subject of the paragraph.

³ Judi Tilton Brunner. *I Don't get it! Helping students understand what they read*. New York: Rowman & Littlefield Publisher, 2011, p.41

⁴Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2006, p.130

- d. Some of the students are not able to identify the information of the text.
- e. Teacher has lack of teaching strategies to teach students in reading comprehension.

Based on those phenomena above, it is clear that some of the students in Junior High School 2 Meral Karimun Regency still face the difficulties in reading. The writer tries to use strategy in learning English, called Open House Strategy. Open House strategy is a strategy in reading English text that enriches the reader automatically. Reluctant readers do not get by this skill naturally, but they can be taught the skills by practicing. The “Open House” reading strategy gives the students an opportunity to talk to each other about segments of a short story, chapter, or poem and predict what will happen next. They will make inferences and generalizations about the characters, setting, mood/tone, plot/action, conflicts, and point of view by discussing the segments.⁵

Based on the explanation and the problem above, the writer is interested in investigating this problem by conducting a research entitle “**THE EFFECT OF USING OPEN HOUSE STRATEGY ON STUDENTS’ READING COMPREHENSION AT STATE JUNIOR HIGH SCHOOL 2 MERAL KARIMUN REGENCY**”.

B. The Problem

Based on phenomena above, it is very clear that the students of the second year of Junior High School have a lot of problems, especially in term of their reading comprehension.

⁵ David Baldacci. *ALL AMERICA READS Secondary Reading Strategies Applied to David Baldacci's Novel*. University of Houston. P.25

1. The Identification of the Problem

Based on the problems depicted in the background of the problems the problems of this research are identified as follows:

- a. Some of the students are not able to comprehend the text.
- b. Some of the students are not able to find out the main idea of the text.
- c. Some of the students are not able to identify the subject of the paragraph.
- d. Some of the students are not able to identify the information of the text.
- e. Some of the teachers have lack of teaching strategy to teach students in reading comprehension.

2. The limitation of the problem

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the problems of this research are limited to the teacher's previous strategy in appropriate to teach students in reading comprehension and students' reading comprehension. Therefore, the writer tries to use Open House Strategy to improve students' reading comprehension.

3. Formulation of the Problem

The problems of this research can be formulated in these following questions:

- a. How is students' Reading comprehension taught by using Open House strategy at the eighth grade of State Junior high school 2 Meral Karimun Regency?

- b. How is students' Reading comprehension taught without using Open House strategy at the eighth grade of State Junior high school 2 Meral Karimun Regency?
- c. Is there significant difference of students' reading comprehension taught by using open house strategy and those who are not taught of the eighth grade at State Junior High School 2 Meral Karimun Regency?

C. Objective and Significance of the Research

1. The objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information and data of the students in reading comprehension taught by using Open House Strategy of the eighth grade at State Junior High School 2 Meral Karimun Regency.
- b. To find out the information and data of students in reading comprehension taught without using Open House Strategy of the eighth grade at State Junior High School 2 Meral Karimun Regency.
- c. To find out if there is significant difference of students' reading comprehension taught by using Open House Strategy and those who are not taught of the eighth grade at State Junior High School 2 Meral Karimun Regency.

2. The significance of the Research

- a. Hopefully, these research findings are expected to be very meaningful, especially for the writer as the novice in term of learning how to conduct a research.
- b. These research findings are also expected to be variable inputs for both students and teachers of English of the eighth grade students at State Junior High School 2 Meral Karimun Regency as a consideration for the following teaching points.
- c. Besides, these research findings are also expected to be meaningful, especially for those who concern with teaching and learning of English.

D. The Reasons for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on the following reasons:

1. The title of the research is relevant with the writer's status as a student of English Education Department.
2. The title of the research is not yet investigated by other previous Researchers.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1. Effect

Effect means identifying the strength of the conclusions about group differences or about the relationship among variables in a quantitative study.⁶ The effect here means, the term of effect of using Open House Strategy on students' reading comprehension of the eighth grade students at State Junior High School 2 Meral Karimun Regency.

2. Open House Strategy

Open House Strategy is a strategy in reading English text that enriches the readers automatically. Reluctant readers do not get by this skill naturally, but they can be taught the skill by practicing. This strategy gives the students an opportunity to talk to one another about segments of a short story, chapter, or poem and to predict what will happen next. They will make inferences and generalization about the characters, setting, mood/tone, plot/action, conflicts, and point of view by discussing the segments.⁷

3. Reading Comprehension

According to Patel, Reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.⁸ In this research, reading comprehension is ability in comprehending English text.

⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Third Edition* (New Jersey: Education, 2008) p.639.

⁷David Baldacci. *Op Cit.* p.25

⁸M.F Patel and Praveen M. Jain. P.133