

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of four language skills language skills namely; listening, speaking, reading, and writing. Reading as one of four skills is a fluent process of reader combining information from a text and their own background knowledge to build meaning that the goal is comprehension.¹ It is also important for language skill because reading is one of the basic ones to learn English. By reading, the reader can gain the most common way to get information. In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation.² In other word, to achieve the success in language teaching learning process especially English, reading is one of the important factors in all language teaching.

Reading comprehension is one of the important activities in order to acquire knowledge, information, and entertainment. Much information is recorded and communicated through the written media. Therefore, reading comprehension is one way to improve the knowledge and information. Science students gained not only from teaching and learning in schools, but also through the activities of reading in everyday life. Therefore, the ability to read and reading comprehension skills become an important part in the acquisition and improvement of the science students.

¹ David Nunan. *Practice English Language Teaching*.(New York: Mcgraw Hill. 2003) p. 67.

²Marianne CelceMurcia.*Teaching English as a Second or Foreign Language*(3rd ed): (Boston: Heinle 2001). p. 187.

Nowadays, students are taught reading comprehension through genre, that contains knowledge of language feature, generic structure, and other characteristics that build it perfectly. Based on the School-Based curriculum (KTSP) of Senior High School especially at MAN Kampar Timur, students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative recount, report, exposition, etc, which are useful for communication purpose.³ Reading with genre that is familiar and taught sustained to the eleventh grade at MAN Kampar Timur is reading comprehension. Since students are always faced with reading comprehension through genre, they must know types of text, and automatically they are able to comprehend narrative text and also other types of text. In other words, the English subject focuses more on the genre of the text.

Based on writer's observation in this school, English has been taught by the teachers here. English has been taught twice a week with duration 2 x 45 minutes per hour. The implementation of learning reading comprehension at the Eleventh Grade Students at MAN Kampar Timur was giving the task to the students to read the text. Before the activities carried out, the teacher lecturing on information was considered as critical issues related to the student what to do. Reading was done from the beginning to the end of the text, and then, the teacher asked them to give some questions, after that, the teacher asked the students to respond the questions from of their friends, finally the teacher concluded the lesson before closing.

³Department Pendidikan Nasional, "Kurikulum Tingkat Satuan Nasional (KTSP); Silabus Mata Pelajaran Pendidikan Bahasa Inggris", (Unpublished, 2006)

Based on the syllabus, the competence standard of reading for the eleventh grade of Senior High School is to understand the meaning of monologue text or essay in narrative, spoof and hortatory exposition accurately, fluently and acceptably in daily life context and access the knowledge. The standard of minimum criteria of passing grade in MAN Kampar Timur is 70 from 100. Some of the students' score are far from standard of minimum criteria of passing grade. The teacher should be able to make the students achieve the standard of minimum criteria of passing grade.

Comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is being expected. This happens to be case found in MAN Kampar Timur, where most students still encounter difficulty dealing with English reading texts.

For the clear one, there are some phenomena occurring during the class based on researcher's observation. It's seen from the following symptoms:

1. Some of the students are not able to identify the main idea of the text.
2. Some of the are not able to identify the generic structures of the text.
3. The Students are not able to make inference of the text.
4. The Students are not able to analyze the meaning of certain words of the text.
5. The Students are not interested in learning process.

From the phenomena of the problem, it is clear that reading comprehension of the eleventh grade of MAN Kampar Timur still have some problems. So, The writer wants to do a research to eleventh grade students of MAN Kampar Timur. The writer tries to apply one of the strategies that can increase students' reading comprehension. It is Free Voluntary Reading Strategy. This strategy can be viewed as a suitable strategy used in the teaching reading. Comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁴ By using this strategy, Free Voluntary Reading is a powerful tool for involving students in the reading of English text developed by Krashen, 1993⁵.

Free Voluntary Reading or FVR strategy can be used in teaching reading. In this strategy, students are talking or having discussions about what they are reading, and consequently developing their comprehension of informational text. This is an awesome way to get students interested in content, focused on what they are reading, and forces them to monitor their comprehension. The aim of a free voluntary reading program is to help students to enjoy reading, so assessment is usually minimized or eliminated entirely.

⁴H. Douglas Brown. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. (California: Prentice-Hall, Inc, 1994), p. 291

⁵Dienne L. Herrell, *Fifty Strategies for Teaching English Language Learners*, (California: state university Fresno 2009), P. 56

Based on the description and phenomena above, the writer is interested in investigating a research entitled “**The Effect Of Free Voluntary Reading Strategy On Reading Comprehension Of The Eleven Grade Students At Man Kampar Timur.**”

B. The Definition of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶ The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of using Free Voluntary Reading Strategy towards reading comprehension of the second grade students at MAN Kampar Timur.

2. Free Voluntary Reading Strategy

Free Voluntary Reading is a system for encouraging silent, selected reading of enjoyable books written at the students independent level it has been found to support reading comprehension, writing grammar, spelling and vocabulary development even though the text read are written at an easy reading level⁷.

⁶Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third edition. (New York: Pearson Education, 2002). p. 175.

⁷Ibid, Drienne L. Herrell, p. 58

3. Strategy

Strategy is a plan of action that can be applied to different situations or tasks and it helps increase understanding to improve memory, solve a particular problem, reach a desired goal or increase efficiency in performance.⁸

4. Reading Comprehension

According to Richard, reading comprehension is perceiving a written text in order to understand its contents.⁹ In this research, reading comprehension means how students can understand and interpret reading text.

C. The Problem

Based on the background illustrated above, it is clear that the students still have a lot of problems of the text.

1. Identification of the problem

This research is identified as follows:

- a. What makes some of the students difficult in comprehending material that they read?
- b. What are the factors that make the students not able to comprehend the text?
- c. What are the factors that make the students not able to find main idea or details of the text?

⁸ Robert J. Seidel, Kathy C, et.al., *From Principle of Learning to Strategies for Instruction*, (New York: Springer Science+Business Media, LLC 20070, <http://www. Library.nu> (Accessed Oktober 15 th 2011)

⁹ Jack C. Richards and Richard Schmidt. *Op. Cit.*, p. 306.

- d. What makes some of the students difficult to identify elements of the text?
- e. Is Free Voluntary Reading Strategy effective in helping students to increase their reading comprehension?

2. Limitation of the Problem

Based on the identification of the problems above, there were some problems in the school. In this research, the researcher only focused on the reading comprehension on narrative text through Free Voluntary Reading Strategy of the second grade at MAN Kampar Timur.

3. Formulation of the Problem

The problems of this research are formulated in the following question:

1. How is the students' reading comprehension taught by using Free Voluntary Reading Strategy at the eleventh grade of MAN Kampar Timur?
2. How is students' reading comprehension taught without using Free Voluntary Reading Strategy at the eleventh grade of MAN Kampar Timur?
3. Is there any significant effect of using Free Voluntary Reading strategy towards reading comprehension of the eleventh grade students at MAN Kampar Timur?

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out the data about the students' reading comprehension taught by using Free Voluntary Reading Strategy.
- b. To find out the data about the students' reading comprehension taught without using Free Voluntary Reading Strategy.
- c. To find out whether there is any significant effect of using Free Voluntary Reading strategy toward students' reading comprehension.

2. Significance of the Research

The study is expected to have both academic and practical contribution.

- a. Academically, to help teachers/researcher to find out the alternative way of teaching reading, especially in reading comprehension and to produce the relevant and valid knowledge for their class to improve their teaching and also to give a contribution in teaching and learning process, especially in reading subject.
- b. Practically, it can be a model to improve the students' ability in reading comprehension and it may guide, help and encourage students to understand the reading text.