

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the most important language skills that should be mastered by the students. According to Hasibuan, reading is an activity with a purpose.¹ The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Junior High school level are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

Reading is very important to get information and knowledge about everything what readers need from written form. According to Nunan," Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.²

In English teaching learning process in Indonesia, especially in every educational level, reading is categorized as language skill that should be mastered by all students. Patel and Praveen said that "Reading is the most useful and important skill for people. Reading is not only a source of information and a pleasure of an activity but also as a mean of consolidating and extending one's knowledge of the language."³

¹Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p.114

² Neil Anderson, 2003. Reading. In. *Practical English Language teaching*. First Edition. Editor: David Nunan. Singapore: McGraw-Hill/Contemporary , Inc., 2003..p 68

³M.F Patel and Praveen m.Jain. *English Language Teaching (Method, Tool, and Technique)* .Jaipur:Sunrice Plubisher.2008.P.113.

In reading, comprehension becomes the important point that should be mastered by the students. Vaughn and Thompson said comprehension is the active process of constructing meaning from text.⁴ Readers cannot get the meaning of the text without comprehension. A reader should have attention, memory, and motivation in reading a text. If a reader does not give attention, memory to the text that has been read, reader will not comprehend about the content of a text.

KTSP (School Based Curriculum) is the curriculum in Indonesia. The purpose of KTSP is to design curriculum which is based on educational autonomy. This curriculum development indicates that the curriculum will train Indonesian human resources to adapt the challenges of social changes.⁵

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Each grade in Junior or Senior High School level has its competences. For second year students of Junior High School in the second semester, the standard competence in reading activity is to understand the meaning of a short simple essay formrecount and descriptive text to interact in environment around. Then there are three basic competences for the second year Junior High School in the second semester that must be mastered by the students. First, read aloud a simple short essay recount and descriptive text acceptably utterance, stressing, and

⁴Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Methods of Reading Instruction Grades K-3*. Alexandria, Virginia: Association for Supervision and Curriculum Development. 2004. p. 98.s

⁵Baharuddin. *Mengenal Dunia KTSP (Optimalisasi Peran KTSP di Lembaga Pendidikan*. retrieved on February 22th 2012 from <http://tarbiyah.uin-malang.ac.id/Jurnal-29-mengenal-dunia-ktsp-optimalisasi-peran-ktsp-di-lembaga-pendidikan.html>

intonation that is interconnected with around the environment. Second, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of recount or descriptive text to interact in daily life context. Third, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of to interact in daily life context.

Based on the quotation above, actually a reading skill needs a lot of aspects to be mastered by the students. According to the writer's observation in SMP N 1 Salo Kampar Regency, reading was taught by using conventional technique. The student was given a text and answered the question. In fact the students could not comprehend the reading materials well. The students still get many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by the teacher. Furthermore, some of the students cannot reach the minimum standard of score (70) in doing the reading assessment. The symptoms of students' difficulties It can be seen from the symptoms as follow:

1. Some of the students get difficulties to identify main idea of descriptive text.
2. Some of the students are not able to find out the meaning of vocabulary in descriptive text.
3. Some of the students are not able to identify the information of descriptive text.
4. Some of the students are not able to identify references of descriptive text.
5. Some of the students are not able to make inference from descriptive text.

Basically, the problems above could be from many factors. They could be derived from the teaching strategy, the students' intellectual competence themselves, or the students' socio and economic condition which force them to be lack of school facilities that eventually cause low interest of studying English.

From phenomena above, to improve students' comprehension in reading the text, they need proper strategy that can help them to solve their problems. Actually, there is a strategy that can help students to improve their comprehension in reading the text called The ASK to THINK–TEL WHY. The purpose of this strategy is to promote deep understanding of presented material. In a reading comprehension context, the strategy prompts learners' intentional critical reading; that is, it induces their effortful cognitive and metacognitive processing of text.⁶ Therefore, the writer is interested in evoking the research entitled: The effect of using the Ask to Think–Tel Why Strategy towards reading comprehension in descriptive text of the second year studentat SMP N 1 Salo.

B. Reason for Choosing the Title

1. The writer is interested in carrying out this research to know the effect of using the Ask to Think–Tel Why strategy toward students' reading comprehension.
2. This research is relevant to writer's status as English student of English Education Department of State Islamic University SUSKA Riau.
3. This title has not been researched yet by the other researchers.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why do the students get the difficulties to find main idea from the text?
- b. Why do the students get difficulties to find the meaning of vocabulary in the text?
- c. Why do the students are not able to identify the information of descriptive text?
- d. Why do the students are not able to identify references of descriptive text?

⁶Danielle S. McNamara, Reading comprehension strategies: Theories, interventions and technologies (new jersey: Lawrence Erlbaum Associates Inc,2007)P.273

- e. Why do the students are not able to make inference from descriptive text?
- f. How is students' reading comprehension in descriptive text by using the Ask to Think – Tel Why strategy at SMP N 1 Salo?
- g. How is students' reading comprehension in descriptive text without using the Ask to Think – Tel Why strategy at SMP N 1 Salo?
- h. Is there any significant effect of students' reading comprehension in Descriptive text between the students who are taught and those who are not taught by using the Ask to Think – Tel Why strategy at SMP N1 Salo

2. The Limitation of the Problem

In order to focus the problem and to avoid misunderstanding in this research, the writer then limit the problem and focuses onto find the main idea, to find the meaning of vocabulary, identify the information, identify reference and making inference of descriptive text.

3. The Formulation of the Problem

The problem of this research will be formulated in the following questions:

- a. How is students' reading comprehension in descriptive text who were taught without using the Ask to Think – Tel Why strategy at SMP N 1 Salo?
- b. How is students' reading comprehension in descriptive text who were taught by using the Ask to Think – Tel Why strategy at SMP N 1 Salo?
- c. Is there any significant effect of students' reading comprehension in Descriptive of the students' pretest score and posttest score both of the class at SMP N 1 Salo?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension in Descriptive text who are taught by using the Ask to Think - Tel Why strategy.
- b. To find out students' reading comprehension in descriptive who are taught without using the Ask to Think – Tel Why strategy at SMP N 1 Salo?
- c. To find out the significant effect of students' reading comprehension in descriptive text of the students' pretest score and posttest score both of the classes at SMP N 1 Salo?

2. The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

- a. To give some information to the teacher and school about the effect of using the Ask to Think - Tel Why strategy towards students' reading comprehension in descriptive text.
- b. To give some contribution to the students in order to improve students' reading comprehension in descriptive text.
- c. To enhance the writer's knowledge about teaching reading by using the Ask to Think - Tel Why strategy.
- d. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim.

E. The Definition of the Term

1. The Ask to Think - Tel Why strategy.

In a reading comprehension context, the strategy prompts learners'intentional critical reading, it induces their effortful cognitive and metacognitive processing of text.⁷ In the second year students at SMP N 1 Salo.

2. Reading comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ In the second year students at SMP N 1 Salo.

3. Effect

According to Jack C. Richards, effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.⁹ In addition Hornby stated that effect is caused by somebody/ something; result.¹⁰ In the second year students at SMP N 1 Salo.

⁷Danielle S Mcnamara,*Op. Cit.*p.272

⁸Tankersley, Karen. *Literacy Strategies for Grades 4-12:reinforcing the threads of reading*(USA:Association for Supervision and Curriculum Department.1952).p.142

⁹Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition.*(New York: Pearson Education,2002), p. 175

¹⁰Oxford Dictionary. *Learner's Pocket Dictionary: Fourth Edition.* Oxford University Press.2009. p.138