

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the activities which is done by language learners and it is one of the language skills of English. Reading can not be produced without mastering grammar and vocabulary, especially, for English reader and student researchers. Based on the idea above, Neil Anderson points out “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”¹.

As one of the language skills, reading is the important one for our lives which is consumed by everyone. As the reader, we have to comprehend reading materials by using a good strategy/technique/method, it is supported by Kalayo Hasibuan that “Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose”²

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have

¹ Anderson, Neil. “What is reading?”. In Nunan, David. *Practical English Language Teaching*. Sydney: Mc Graw Hill. 2003.p.68

² Hasibuan, Kalayo and M. Fausan Ansyari. *Teaching English as a Foreign language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P.113

difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Some teachers at schools especially English teachers have difficulties in teaching reading to their students. One of the teachers' difficulties in teaching reading to their students is how to develop students' comprehension toward reading text, even though they have taught them with some methods. By this problem, teachers should have a good strategy such as by using Pattern Maker strategy.

Generally, students' classroom activities in reading subject are still reading the material based on the textbook, finding out the meaning of the difficult words, and answering the question based on the text. In fact, those students' classroom activities above cannot help much in improving their reading comprehension and it makes students feel bored. The traditional reading classroom having students read the material, and answer the question based on the text could not produce a positive outcome on their reading comprehension³. It means that by this way, the students have no good comprehension in reading.

Efforts should be done by the teachers to develop students' reading comprehension. The teachers should know the behavior or characters of every student. Actually, teachers will find the different behavior and characters of each

³ Yulianti. "Comparative Study between Critical Reading and Traditional Reading Technique at SMUN 1 Bangkinang, Riau University. 2003. p.9.

student that influence their reading comprehension. By this case, teachers can modify their reading activities, such as by using Pattern Maker Strategy.

The teacher must always be creative in planning and implementing in learning activities in which they do not only rely the activities on students' text book⁴. In this case, teachers can modify their teaching especially in teaching reading and not always using the reading text of the students' text book . Teachers can modify their teaching by using reading material of varying style, theme, mood and tone (humor, fantasy, mystery, adventure, science fiction, family life, animals, people and so on)⁵. Then, students can choose or select which one they want to read. Modifying reading text is important to develop students' comprehension in reading.

SMPN 23 Pekanbaru is one of the schools that applies school based on curriculum (KTSP), the second year students of this school have to be able to comprehend their reading subject. Reading materials taught to them are descriptive, narrative, recount, etc. They are taught English twice a week. Based on the writer's preliminary observation at SMPN 23 Pekanbaru, the writer found some of the students could not comprehend their reading material. The phenomena can be seen from the symptoms below :

1. Some of the students do not know the real meaning based on the context of the English text.

⁴ Kalayo. *Op.cit* .p.32.

⁵ Harris and Smith . *Reading Instruction, Diagnostic Teaching in the Classroom*. USA .p. 41.

2. Some of the students are not able to find main idea of the descriptive text.
3. Some of the students are not able to identify the communicative purpose in the descriptive text.
4. Some of the students are not able to identify the generic structure in the descriptive text.
5. Some of the students are not able to identify the language features in the descriptive text.

From this situation, the teacher should not remain passive or give up all efforts to make improvements. To accomplish the students' need in reading, there is a strategy that can help students to improve their reading comprehension which is called the Pattern Maker strategy. The pattern Maker strategy can be used in teaching reading because Harvey F Silver explains Pattern Maker is a strategy designed to help students "see" the patterns and structures behind texts and ideas from texts by:

- Closely examine known or easily understood sources.
- Extract the key structural elements from these sources.
- Put their newfound structural comprehension to work by using it to better understand a new source, create a product of their own, or make improvements to an everyday object.⁶

Therefore, the writer is interested to carry out the research entitled: **THE EFFECT OF USING THE PATTERN MAKER STRATEGY TOWARD READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL 23 PEKANBARU.**

⁶ Silver, Harvey F, Richard W. Strong, and Matthew J. Parini. *The Strategies Teacher*. Virginia USA:2007 p. 143

B. Defition of the term

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

1. Effect is a change that something or somebody causes in something or somebody else, or result.⁷ In addition Richard states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variable.⁸ In this research, effect is defined as the result of teaching reading treated by Pattern Maker strategy.
2. Pattern Maker Strategy designed to help students "see" the patterns and structures behind texts and ideas from texts.⁹ In this research, independent reading strategy is a strategy used by the second year students at SMPN 23Pekanbaru toward their reading comprehension and it is compared with the students who do not use this strategy.
3. Reading comprehension

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning¹⁰. The goal of reading is comprehension. The goal and the purposes of reading cannot be reached without comprehension. Comprehension means an exercise given to the

⁷ Hornby, A S, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*. (New York: Oxford University Press, 2005), p. 138

⁸ Jack C. Richard, et alc. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: longman group, 1992), p. 175

⁹ Silver, Harvey F, Richard W. Strong, and Matthew J. Parini. *The Strategies Teacher*. Virginia USA:2007 p. 143

¹⁰ Nunan, David. *Practical English Language Teaching, First Edition* Singapore : Mc Grow Hill Asia, 2003) p.68.

students to test how well they they understand written or spoken language¹¹. Comprehension in this study is how well students' ability in understanding the intended meaning of reading texts. In this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts at the second year students of SMPN 23 Pekanbaru.

C. The Problem

1. Identification of the Problem

Based on the background and the problems explained above, it is clear that most of the students of the second year in Junior High School get difficulties in English course especially in reading. To make it clearer, the problems in this research will be identified as follows:

- a. Why do some of the students not know the real meaning based on the context of the English text?
- b. What factors make the students disable to find the main idea in the descriptive text?
- c. What factors make some of the students unable to identify the communicative purpose in the descriptive text?

¹¹ Richard, Jack. C & Schmidt, Richard. *Longman.Dictionary of Language Teaching & Applied linguistics*, Third Edition, (*Electronic Version*),2002,P.273.

- d. What makes some of the students unable to identify the generic structure in the descriptive text?
- e. What factors make some of the students unable to identify the language features in the descriptive text?

2. Limitation of the Problem

Based on the problems identified above, encountering the weaknesses that the writer has, thus, the writer focuses the problems of her research on irrelevant method and ineffective language learning strategies used by the students as well as inadequate teaching strategies by teachers in English teaching and learning process.

3. Formulation of the Problem

Based on the limitation of the problem above, thus, these research questions are formulated as follows:

- a. Is there any significant effect on students' reading comprehension in descriptive text before using Pattern Maker strategy for experimental group and without using Pattern Makaer strategy for control group of the second year students at State Junior High School 23 Pekanbaru?
- b. Is there any significant effect on students' reading comprehension in descriptive text after using Pattern Maker Strategy for experimental group and without using Pattern Maker Strategy for control group of the second year students at State Junior High School 23 Pekanbaru?

- c. Is there any significant effect on students' reading comprehension between pre-test and post-test scores by using Pattern Maker Strategy of the second year students at State Junior High School 23 Pekanbaru?

D. The Significance and Objective of the Research

1. The Significance of the Research

- a. To give information about English course and the strategy that can be used to improve the students' reading comprehension to the students who are studying at State Junior High School 23 Pekanbaru.
- b. To improve the writer's experience and knowledge in the problems that is being discussed.
- c. To provide some information about Pattern Maker strategy as one of the strategies that is applied in reading class by English teacher.
- d. To fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic of Sultan Syarif Kasim Riau.

2. The Objectives of the Research

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

- a. To determine about the students' reading comprehension in descriptive text before using Pattern Maker Strategy for experimental group and without using Pattern Maker for control group.

- b. To determine about the students' reading comprehension in descriptive text after using Pattern Maker strategy for experimental group and without using Pattern Maker for control group.
- c. To find out the significant effect whether there is or not significant difference on students' reading comprehension between pre-test and post-test scores by using Pattern Maker Strategy.