

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the activities done by language learners, and it is one of the language skills of English. Reading cannot be produced without mastering grammar and vocabulary. Especially, for English readers and students as 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 readers, we have to comprehend reading materials by using a good strategy/technique/method, it is supported by Kalayo Hasibuan that says “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.

SMPN 3 Kepenuhan uses School based Curriculum (KTSP) as a guidance in arranging lesson plan, including reading skill. SMPN 3 Kepenuhan is one of the Junior High Schools in which English should be studied as an obligatory subject. For Reading subject, it is taught twice a week, and the duration is about 2x40 minutes in . . . Based on KKM or minimal achievement standard at Junior High School 3 Kepenuhan, the students’ score in English is 60.

The basic competences in reading for the second year in this school are the students are able to understand and respond the meaning of short functional text accurately and fluently and the students are able to understand and respond the meaning and the rhetorical step of the

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

monolog/essay in the form of narrative text accurately and fluently. The indicators are as follows: identifying the meaning of narrative and identifying vocabulary and language features.³ The aim of teaching reading is to make students effectively and efficiently. It means that they really understand about the content. In fact, the students do not reach the indicator above yet. However, the teacher has taught and applied their strategy as well as possible. Related to the teachers's side, the teachers have already applied some strategies in developing students' reading comprehension, but the students still have difficulties when they are learning reading. It causes the objective of teaching reading unsuccessfully achieved.

Practically, it is not easy for students to read materials in foreign language rather than their native language. They sometimes also have to face long, difficult, boring, and uninteresting passages in both textbooks and the test papers. Those things can make the students frustrated. The reason for reading will finally become the learning to read instead of reading . It can be seen from the following phenomena:

1. Some of the students are not able to find main idea.
2. Some of the students are not able to identify language feature.
3. Some of the students are not able to identify communicative purpose.
4. Some of the students are not able to indentify various meaning.
5. Some of the students are not able to state generic structure.

From this situation, the teacher should not remain passive or give up all efforts to make improvement. To accomplish students' need in reading, there is a method that can help students improve their reading comprehension called the OARWET method. OARWET method is easy to

³ Syllabus SMPN 3 Kepenuhan

do because the reader will perform some steps, that are: Overview, Ask, Read, Write, Evaluate, and Test (OARWET). This method will raises students participation in giving question dealing with text given. It will be interesting class because everybody takes part to do the steps during reading process. The procedures of applying the OARWET method in comprehending the reading text are followers:

1. Overview, the students will be given a passage (reading text) and the teacher asks them to overview the text, to glance over the text by looking at the heading nd subheading.
2. Ask, the students will make question based on the overview that they did. The students will be about six questions that focus on the most important material from the text.
3. Read, the students will read the text in detail and they may discover other questions that see important. By reading the text, the students can answer the questions that they had made before, so if they read carefully they will find the most important information.
4. Write, the students must review the material then write briefly summary or recall word as the most important information in the section.
5. Evaluate, the students will sit back for a few minute to evaluate the material. Think over the imformation they have just read.
6. Test, this the final step in which the students will do the test to ensure that they have mastered the material.

Therefore, the writer is interested in carrying out the research entittled : **The Effect of Using Overview, Ask, Read, Write, Evaluate,and Test (OARWET) Method Toward Reading Comprehension of the Second Year Students at State Junior High School 3 Kepenuhan, Regency of Rokan Hulu.**

B. The Definition of the Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Longman, 2002:175)

2. OARWET

OARWET method is easy to do because the reader will perform some steps, that are: Overview, Ask, Read, Write, Evaluate, and Test (OARWET). This method will raise student's participation through giving question dealing with text given.

3. Method

Method in language teaching refers a way of teaching a language which is based on systematic principles and procedures, i. e. which is an application of view on how a language is best taught and learned and a particular theory of language and of language learning.⁴

4. Reading

Reading perceives the written text in order to understand its contents.⁵

5. Comprehension.

Comprehension is great skill or knowledge⁶. In this research, the comprehension means the student's knowledge in reading.

⁵ Jack C. Richards and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. USA. Cambridge University Press. P. 15

⁴Richard et all.. *Longman Dictionary of Language Teaching and Applied Linguistics*. 2nd Ed. Malaysia: British Library Cataloguing.1992.p.273

⁶ Jack C. Richard. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: longman group, 1992), p. 306

C. Problem

1. Identification of the problem

Based on the phenomena above, there are some problems that can be identified as follows:

1. Why do not the students comprehend the main idea of each paragraph from the text?
2. Why do not the students know the topic of the text?
3. Why are the students confused in understanding passages ?
4. Why do the students spend much time to read the text?
5. Why are the students bored in learning processes?

2. Limitation of the Problem

Since the problem is broad enough, it is better for the writer to restrict the problems in order to pay more attention to a specific problem. In this research, the writer focuses on the effects of OARWET method toward students' reading comprehension of the second year at State Junior High School 3 Kepenuhan especially in narrative texts.

3. The Formulation of the problems

Based on the background of the study, the writer formulates the problems in the following questions:

- a. Is there any significant difference on students' reading comprehensin before using OARWET method for experimental group and without using OARWET method for control group of the second year students at State Junior High School 3 Kepenuhan Regency of Rokan Hulu?
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- b. Is there any significant difference on students' reading comprehension after using OARWET method for experimental group and without using OARWET method for control group of the second year students at State Junior High School 3 Kepenuhan Regency of Rokan Hulu?
- c. Is there any significant effect on students' reading comprehension between pre-test and post-test scores by using OARWET method of the second year students at State Junior High School 3 Regency of Rokan Hulu?

D. The Reason of Choosing the Title

The reason why the writer is interested in carrying out the research on the topic above is based on several consideration as follows:

1. The problems of the research are very interesting and challenging to be investigated in teaching and learning reading, because reading is one of the skills in English achievement, so, the writer hopes that this research could contribute teacher to apply reading class.
2. The topic is relevant to the writer as one of the students of the English Education Department.
3. This research title has never been researched by any previous researchers in the same location.

E. Objectives and Significance of the Research

Based on formulation of the problem, the objectives of the research can be seen as follows:

- a. To determine about the students' reading comprehension before using OARWET method for experimental group and without using OARWET method for control group.
- b. To determine about the students' reading comprehension after using OARWET method for experimental group and without using OARWET method 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 OARWET method.

F. The Needs for the Research

1. To help the English teacher to teach student by using OARWET method .
2. To give some contribution to educational practioners particularly to English teacher.
3. To enlarge research knowledge.
4. To provide the information for the further research.