

CHAPTER I

INTRODUCTION

A. The background of the problem

Reading is one of the activities done by language learners as one of the language skills. It is one of the basic skills in English that must be mastered by the students. Readers will not be successful to comprehend a text if they do not know more about vocabulary, grammar, and structures. Apparently, reading is not only a process of identifying vocabulary, grammar, and sentence structure but also understanding of the text. In line with the ideas above, Hasibuan and Ansyari say that:” the students learn to read a language by studying its vocabulary, grammar, and sentence structure”.¹

As one of the language skills (receptive language skill), reading holds the important role as household commodity which is consumed by all people, especially by literate society. Therefore, reading is very useful. Considering the importance of reading, Harmer states that: “reading is useful for other purposes”.² The readers want to be able read the text either for their careers, for study purposes or simply for pleasure, therefore, reading has benefit for others purposes.

In term of teaching learning English language process in Indonesian educational institution (starting from the lowest level to the highest level of education), reading skill is categorized as the third of the four language skills

¹Kalayo Hasibuan and FauzanAnsyari.*Teaching English as a Foreign Language (TEFL)*.(Pekanbaru: Alaf Riau GrahaUnri Press,2007, p. 113

² Jeremy Harmer.*How to Teach English*.(Edinburgh Gate: Longman, 2001), p. 80

which must be mastered by the students. As the third language skill, reading is not only a skill which is difficult for the students, but also a challenging activity which probably the students will be more serious in the activities of reading. So that, reading has to be learnt by the students and must be taught. Regarding to the explanation above, Peter points out that “To become competent readers, students need to learn an effective strategies for identifying all words in print and for comprehending text”.³

State Junior High School 1 Kunto Darussalam is one of the schools which is in ROHUL regency. As a formal school, this junior high school is also conducting English language teaching for its students, especially reading skill. Based on School-Based Curriculum (KTSP), the goals of learning English in junior high school are as follows:

1. Developing communicative competence in oral and written form to achieve informational level,
2. Having awareness about the sense and the significance of English in order to increase national competence in global society, and
3. Developing understanding of students about the relationship between language and culture.⁴

While, the basic competence in reading is responding the meaning and rhetoric of simple short essay accurately and accepting the relation to closest environment in form of recount and narrative text.⁵

³ Peter Westwood. *What Teachers Need to Know about Reading and Writing?* (Victoria: Acer Press, 2008), p.14

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: unpublished, 2006), p. 124

Based on the quotation above, it is clear that reading skill needs many aspects which should be mastered by the students. In teaching reading, the teacher of English of State Junior High School 1 Kunto Darussalam used read aloud. According to Karen, Read Alouds is a strategy whereby either the student or the teacher reads a passage.⁶ After that, the teacher explained about the text briefly then the teacher asked the student to answer the questions. Since the writer would like to use different strategy that can encourage the students in learning reading, the writer used Drawing to Remember Strategy.

Based on the writer's preliminary study on June 2013 in State Junior High School 1 Kunto Darussalam, the writer found that some of the students still faced some problems and difficulties in English, especially in reading skill. Students' reading comprehension was still far from expectation demanded by the curriculum. Even though, they had studied English for a long time. However, some of the students still had difficulties to get their own minimum criteria of passing grade, even some of them were not able to achieve it. The minimum criteria passing grade of English for the eighth grade students in this School is 70.

The students of the eighth grade of State Junior High School 1 Kunto Darussalam are still encountering difficulties in learning English,

⁵Depdiknas. Loc.cit, p. 25

⁶Debra Hirai L. Cook, et al. *Academic Language/ Literacy Strategies for Adolescents: A "How to" Manual for Educators*. (New York: Routledge, 2010), p. 89

especially, in term of learning to read and gain the information. The following are the phenomena that the writer found during her preliminary observation and interview to the teacher of English at the school:

1. Some of the students are not yet able to gain the information of the textbook.
2. Some of the students still have lack of vocabulary.
3. Some of the students are not yet able to answer the questions of the reading text.
4. Some of the students are not yet able to identify the generic structure of narrative text.
5. Some of the students have low motivation in reading a textbook.
6. Some of the students' scores in reading subject are unsatisfied.
7. The teacher uses conventional strategy.

In term of the writer's interview and preliminary study above, it is known that the teachers of English of State Junior High School 1 Kunto Darussalam use a conventional strategy. Based on the phenomena that the writer found, the students' reading comprehension still have difficulties, thus, the writer would like to offer a different strategy that is Drawing to Remember Strategy. According to Katherine, this strategy is effective to better the students' comprehension in reading:"the purpose of this Strategy is to give students the opportunity to practice one of the deeper meaning

structures that ‘good readers’ do while reading”.⁷ Drawing to Remember Strategy is kind of visualization. The writer assumes that the reader is more interested in visualizing the text to get the information than the other ways. Based on the Katherine’s explanation, the reader can visualize the text become a picture, so they are able to comprehend the text well.

This Strategy can be applied for narrative and expository text. Karen argued that after reading a narrative text, they can draw their favorite character or favorite scene. After reading an expository text, students can draw the relationships they learned, portray an important understanding, illustrate a sequence of events, construct a diagram, or make a representation of an important concept in the text.⁸

Based on the phenomena depicted above, it can be concluded that some of the eighth grade students of State Junior High School 1 Kunto Darussalam are still problematic in term of reading. Therefore, the writer is interested in investigating the problems above into a research entitled: **“The Effect of Using Drawing to Remember Strategy on Students’ Reading Comprehension on Narrative Text at State Junior High School 1 Kunto Darussalam Rohul Regency”**.

⁷Katherine Wiesolek. *Reading and Writing to Learn*.(London: Greenwood, 2008), p. 32

⁸Karen Tankersley. *Literacy Strategies for Grades 4-12*. (Alexandria : ASCD, 2005), p.

B. The Problem

1. The Identification of The Problem

Based on the phenomena above, the problems can be identified as follows:

1. Some of the students are not yet able to gain the information of the textbook.
2. Some of the students still have lack of vocabulary.
3. Some of the students are not yet able to answer the questions of the reading text.
4. Some of the students are not yet able to identify the generic structure of narrative text.
5. Some of the students have low motivation in reading a textbook.
6. Some of the students' scores in reading subject are unsatisfied.
7. The teacher uses the conventional strategy.

2. Limitation of the problem

Based on the problems identified above, considering the weaknesses that the writer has, thus, the writer focuses on the students' difficulties to gain the information of the text and the teacher's strategy used. To overcome this problem, in this research the writer uses Drawing to Remember Strategy.

3. Formulation of the problem

1. How is the students' reading comprehension of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency on narrative text taught by using Drawing to Remember Strategy?
2. How is the students' reading comprehension of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency on narrative text taught without using Drawing to Remember Strategy?
3. Is there any significant difference between the students' reading comprehension on narrative text taught by using Drawing to Remember Strategy and taught without using Drawing to Remember Strategy of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency?

C. The Objective and Significance of The Research

1. The Objective of the research

- a. To obtain the students' reading comprehension of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency on narrative text taught by using Drawing to Remember Strategy
- b. To obtain the students' reading comprehension of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul

Regency on narrative text taught without using Drawing to Remember Strategy

- c. To obtain the significant difference between the students' reading comprehension on narrative text taught by using Drawing to Remember Strategy and taught without using Drawing to Remember Strategy of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency

2. The Significance of the research

Hopefully, these research findings are expected to be:

- a. Very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research.
- b. Valuable inputs for both students and teachers of English of the eighth grade of State Junior High School 1 Kunto Darussalam as a consideration for the next teaching learning process.
- c. Meaningful, especially for those who are concerned with teaching and learning of English.
- d. Meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.

D. The Definition of the Term

There are some terms of the title applied in this research. Thus, to avoid misunderstanding and misinterpreting toward the terms, the following definitions are necessary:

Effect:

According to Richards, effect is viewed as “a measure of the strength of one variable’s effect on another or the relationship between two or more variables”⁹. However, in this research, effect is referring to the implications of the different variables in her quasi experimental research between X and Y. X is referring to Drawing to Remember Strategy, while variable Y is referring to students’ reading ability on narrative text.

Drawing to Remember Strategy:

According to Michelle, Drawing to Remember is defined as “this strategy encourages students to use visualization to remember the events, and it can be modified to focus on specific story elements as well”.¹⁰ Whereas, in this research, Drawing to Remember is a strategy which makes students get the information of the text by visualizing.

Reading Comprehension:

According to Snow, reading comprehension is defined as “ the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”¹¹. While in this research, reading comprehension is the ability of comprehending the English text, especially in narrative text.

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

¹⁰Michelle J. Kelley and Nicki Clausen Grace. *Comprehension Shouldn't Be Silent*. (Newark: DE, International Reading Association, 2007), p. 144.

¹¹Chaterine Snow. *Reading for Understanding toward An Research and Development Program in Reading Comprehension*. (Santa Monica: RAND, 2002), p. 11

Narrative text:

According to Richard, narrative is viewed as “the written or oral account of a real or fictional story”.¹² While in this research, narrative is the text that which will be comprehended by the students.

¹²Jack C. Richard and Richard Schmidt.Op.Cit, p. 443.