

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the ways to understand the meaning of the texts. In other words, reading is one of the thinking processes to get new knowledge and new insight. According to Broughton et al, reading is a complex skill, is that involves a whole series of lesser skills.¹ Reading is the way to learn language. Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning². Therefore, through reading, the readers get the points and understand the meaning of the text. When this skill is built up, the learner also can develop the other skills in English. For instance, after reading the text, learners can paraphrase the text by using their own word, it means that the learners develop their writing skill after reading the text.

Reading includes one of the language skills that should be mastered by students, it is a basic tool in daily life that makes students successful. Reader should focus and concentrate when they are reading. People read books, magazines or everythings in order to get information, knowledge or anything else. Without reading skill the readers will get difficulties to find the

¹ Geoffrey Broughton et al. *Teaching English as a Foreign Language Second Ed.* (New York: Routledge. 1980.) p. 89-90.

² David Nunan.. *Practical English Language Teaching.* (New York: McGraw-Hill Education. 2003) p.68.

for communication purpose⁴. One of the reading with genre that is familiar and taught to the eight grade students at SMPN 8 Pekanbaru is reading comprehension in narrative text. since the students always face reading comprehension through genre, they must know the types of text and also other types of text.

Reading is not simple subject in learning English. The difficulties and obstacles in reading are also faced by the students at SMPN 8 Pekanbaru. SMPN 8 Pekanbaru is one of the junior high schools in Pekanbaru. This school uses School-Based Curriculum (KTSP) as a guide of English teaching and learning. English is taught twice a week with duration 80 minutes (2 x 40) for one meeting. It means that they have time 160 minutes in a week. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students do not seem good in English and many students still have difficulties in reading.

Teaching reading is very complicated when the teacher does not prepare any technique in teaching process. Based on the reseacher's preliminary observation at SMPN 8 Pekanbaru, especially in teaching narrative text, the teacher introduced the material to students, gave many examples and ask them to answer the questions based on the reading text. In fact, the students got many difficulties in reading activity and some of the students did not fulfill the minimum criteria of passing grade. The passing grade of learning English in reading is 75. However, based on the data obtained by interviewing the

⁴School Based Curriculum.pdf.p.28 (retrieved on 24 April 2013)

teacher of English in SMPN 8 Pekanbaru showed that there were only 15 students from 33 students who could reach passing grade (KKM). It means that 18 students could not reach the passing grade (KKM). Even though the students have been taught about reading in English at school from elementary level until now at junior high school. It seems It was still not enough for the students to master reading English. Their reading comprehension is still far from expectation as required by the curriculum (KTSP).

Based on the description above, ideally the students at the eight grade of SMPN 8 Pekanbaru should be able to master all aspects of English subject. But in fact, the students of SMPN 8 Pekanbaru were still difficult to learn English especially in reading comprehension.

Based on the researcher's preliminary observation to the students in SMPN 8 Pekanbaru, the researcher found a lot of problems as follows:

1. Some of the students are not interested in reading activity.
2. Some of the students are not able to comprehend the content of reading text in narrative form.
3. Some of the students are not able to find main idea in narrative text.
4. Some of the students have lack of vocabulary.
5. Some of the students are not able to make reference of narrative text.
6. Some of the students are not able to identify the language features of narrative text.

If the problems are not solved, it will influence the students' score. Furthermore, to solve these problems need appropriate strategy, especially

learning strategy for reading comprehension in narrative text. So, researcher would like to propose alternative strategy to teach reading. One of the strategies that can be used to improve the students' reading comprehension is Professor Know It All strategy. This strategy was created by Bill Brozo, Professor Know It All strategy is the best one that positions students as "experts" on topics to inform their peers challenged and held accountable by them⁵. On the other hand, according to Lizzi Bright, Professor Know It All Strategy is fun for students because it gives them a chance to be the "expert" on some aspects of the book, and share what they have learned with the class. Since other members of the class are going to ask them questions, they are made accountable for their knowledge⁶. The strategy is appropriate after reading a story, a chapter from a novel or textbook, a lecture or presentation, a field trip, a film, or any other information source⁷.

Based on the explanation and problems mentioned above, the researcher is interested in conducting a research entitled. **The Effect of Using Professor Know It All Strategy on Students' Reading Comprehension in Narrative Text at SMPN 8 Pekanbaru.**

B. Definition of The Term

In order to avoid misunderstanding and misinterpretation, it would be better for the researcher to define a number of terms used in this study.

1. Effect

⁵Bill Brozo. *Professor Know It All*. (www.pd-network.com. 2007). p.1.

⁶Lizzi Bright and the Buckminster Boy.. *Professor Know-It-All: After Reading Strategy*. (New York: Yearling. 2004) p.1.

⁷William G. Brozo. *Content Literacy Strategy Description*. 2008. p.9.

Effect is change that somebody or something causes in somebody or something else⁸. It is about how something influences or affects something else. In this research, it focuses on the use of Professor Know It All strategy on students' reading comprehension.

2. Strategy

Strategy is a plan intended to achieve a particular purpose.⁹ In this research writer used Professor Know It All strategy to improve the students' reading comprehension.

3. Comprehension

Comprehension is a constructive process in which students create meaning based on their background knowledge.¹⁰ It means that students build up the meaning based on their background knowledge. Collin states that comprehension is a process of integrating new sentences with antecedent information in extrasentential structures¹¹. In this study, students should comprehend the content of reading in narrative text.

4. Professor know it all strategy

Professor Know It All strategy is students assume roles of know-it-alls or experts who are to provide answers to questions posed by their classmates¹². This strategy is fun for students because it gives them a chance to be the "expert" on some aspects of the book, and share what they have

⁸Manser and Martin. H. *Oxford Learner's Pocket Dictionary*. Third Edition. (Oxford: Oxford University Press. 2000) p.138.

⁹ Ibid.

¹⁰Thomas G. Gunning. *Reading Comprehension Booster*. (San Francisco: Jossey Bass. 2010) p.1.

¹¹ Collin Harrison. *Understanding Reading Development*. (London: SAGE Publication. 2004.) p.51.

¹²Bill Brozo. 2007. Professor Know it all. www.pd-network.com.p.1

learned with the class. Since other members of the class are going to ask them questions, they are made accountable for their knowledge.

5. Narrative Text

Narrative text is telling a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion)¹³. Standart of Competence in syllabus : comprehending the meaning in functional written text and short essays in the form of narrative in daily life context to access knowledge. Basic Competence in syllabus : loud reading that means short functional text and short essay in the form narrative by utterancing, stressing and intonating in daily life context.

C. The Problem

1. Identification of Problem

Based on the researcher's observation and interview with the teacher of English, some of the eight grade students at SMPN 8 Pekanbaru still get several problems in their reading comprehension. The problems are:

- a. What makes the students unable to find main idea in narrative text?
- b. What causes the students unable to identify the generic structure of narrative text?

¹³ Narrative text. 2009. (retrieved on Desember 2, 2012) www.education.com/definition/narrative-text/

- c. What makes the students unable to find the meaning of vocabulary in content?
- d. What makes the students unable to make reference of narrative text?
- e. What causes the students unable to identify the language features of narrative text?

2. Limitation of Problem

Based on the identification of the problem stated above, it is clear that there are many problems in this research, thus the problem discussed in this research are focused on the students' reading comprehension and the new strategy used for the eight grade students at SMPN 8 Pekanbaru. The new strategy is Professor Know It All Strategy. Therefore, the researcher limits the problem in this research that focuses on the students' reading comprehension in narrative text and the Professor Know It All Strategy.

3. Formulation of the Problem

The problems are formulated as follows:

- a. How is the students' reading comprehension in narrative text taught by using Professor Know It All strategy?
- b. How is the students' reading comprehension in narrative text taught without using Professor Know It all strategy?
- c. Is there any significant effect of using Professor Know It All strategy on students' reading comprehension in narrative text at SMPN 8 Pekanbaru?

D. The Objective and Significance of the Research

1. The Objectives of the Research

Based on the formulation, the objectives of the research are:

- a. To find out the students' reading comprehension in narrative text taught by using Professor Know It All strategy.
- b. To find out the students' reading comprehension in narrative text taught without using Professor Know It All strategy.
- c. To find out whether there is significant effect of using Professor Know It All strategy on the students' reading comprehension in narrative text of the eight grade at SMPN 8 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To give information about the effect of using Professor Know It All strategy on students' reading comprehension in narrative text of the eight grade at SMPN 8 Pekanbaru.
- b. To improve the students' reading comprehension by using Professor Know It All strategy.
- c. To fulfill one of the requirements for the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.