

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important skills that should be learned and mastered by every individual. Reading has interaction between the reader and the text. Richards stated that “Reading is perceiving a written text in order to understand its content”.¹ Regarding this idea, reading is accepting and concluding written text to get understanding.

In teaching and learning process, reading becomes very important to improve general language skills in English. Reading helps students learn to think in English, reading helps students enlarge their vocabulary, and reading helps students find new ideas, facts, and experiences. Reading is also needed by students to exercise and train in order to have a good reading skill. The problems of the students in English learning also happen in reading comprehension.

Meanwhile, in reading text, comprehension is an important skill to get messages of written language. Duffy stated that comprehension is the essence of reading because the goal of written language is communication of messages.² Comprehension is purposed to get any information or message from the text.

¹Jack C. Richards and Richard Schmidt. Longman.*Dictionary of Language Teaching and Applied Linguistics. Third Edition* (New York : Pearson Education, 2002) p. 306

²Gerald G. Duffy. *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies, Second Edition*. (London: The Guilford Press, 2009), p. 14

MTsN Andalan Pekanbaru used School Based Curricullum (KTSP) as its guidance in arranging lesson plan, including in reading subject. English has been taught since the first year. It is taught twice a week with duration of time 45 minutes for one metting. It means that they learn English 180 minutes in a week with the passing score are 75.

Based on syllabus, reading skill for Junior high School has three basic competences that should be achieved by the eighth grade students of Junior High School. First, the students are able to read aloud the text meaningful function of simple short essays recount and narrative form with speech, stress, and intonation that are acceptable regarding the surrounding environment. Second, the students are able to respond the meaning in simple short functional written text accurately, fluently and acceptably regarding the surrounding environment. Third, the students are able to respond the meaning and rhetorical steps in simple short essay accurately, fluently and acceptably regarding the environment in the forms of recount and narrative text.³ It means that the students are required to be able to comprehend the meaning of simple short essays recount and narrative. It is very crucial for students in order to make them understand in learning process.

The writer's preliminary research, the students still got problems in reading text. Based on some of the students did not know what they were reading. When the teacher gave them a textbook, they could not understand the text well. It occurred because the students had difficult vocabularies in

³Departemen Pendidikan Nasional.,Silabus Pembelajaran Bahasa Inggris untuk kelas VII-IX (*Semester I-II*), 2006.

the text and they also could not find the main idea. These phenomena were faced by the students of state MTsN Andalan Pekanbaru. The writer also did an interview to the English teacher.

Based on some problems above, the writer can identify some phenomena as follows:

1. Some of the students are not able to identify the main idea of the text especially in narrative text.
2. Some of the students get difficulties in identifying generic structures; orientation, complication, and resolution of the text.
3. Some of the students are not able to find out the meaning of unfamiliar vocabulary in the text.
4. Some of the students are not able to get the meaning of the text.
5. Some of the students are not able to identify reference of the text.

The teacher should actually be creative to find fit strategy. Choosing fit strategy can improve the students' interest in reading comprehension. One of the strategies that can help the students' reading comprehension is showdown strategy. Showdown strategy is one of the cooperative learning that allows students to work together by answering questions in group. This activity can be used to assess students to comprehend the text.⁴ It is also one of the cooperative learning structures that can be applied by teacher in the classroom.

Teaching reading comprehension through Showdown is one of the ways to

⁴D.S Octaviani.,Deddy Sofyan, and Nur Utami, November 2012. The Effect of Showdown on Students' Reading Comprehension, (*A journal of English education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University*) retrieved on May 22,2013 from <http://ejournal.unpak.ac.id,pp.2>. Vol.5

make students enjoy learning reading because they work together to solve the problem and share their ideas. This strategy can be used in teaching and learning process toward reading comprehension.

Based on the above phenomena, the writer would like to have a research entitled: **“The Effect of Using Showdown Strategy on Students’ Reading Comprehension at MTsN Andalan Pekanbaru”**.

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

B. The Definition of Terms

1. Effect is measure of the strength of one variable’s effect on another or the relationship between two or more variables.⁵ In other words, effect can be said as an influence that is appeared by something toward something else. In this resarch, effect is defined as the result of teaching reading by using showdown strategy on reading commprehension of the eighth grade students at MTsN Andalan Pekanbaru.
2. Showdown is one of the cooperative learning strategies that allows students to work together by answering questions in group. This activity can be used to assess students to comprehend the text.⁶
3. Reading Comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with

⁵Jack C. Richards and Richard Schmidt, *Op.Cit.* p.175

⁶Oktaviani, et.al. *Op.Cit.* p.2

written language.⁷ In this research, reading comprehension is the process to get meaning or message from the reading material.

C. The Problem

1. The Identification of the Problem

Based on the background and the problems explained above, it is clear that some of the students at MTSN Andalan Pekanbaru still get difficulties in their comprehension of narrative text. To make it clear, the problems of this research are identified as follows :

- a. What are the factors that make the students unable to identify main ideas from the texts?
- b. What are the factors that make the students difficult in identifying generic structure from the text ?
- c. What causes the students unable to find out the meaning of unfamiliar vocabulary in the text ?
- d. What causes the students unable to get the meaning of the text ?
- e. What makes the students unable to identify reference of the text?

2. The Limitation of the Problem

Actually, there are many aspects included in this research but there are necessarily limited. In this research, the reseacher focused on the difference of reading comprehension between the students who are taught

⁷Catherine Snow and Chair. *Reading For Understanding Toward Research and Developments Program in Reading Comprehension*, (Santa Monica : RAND Reading Study Group, CA, 2002), p. 11

by using showdown strategy and those who are not taught by using showdown strategy of the eighth grade at MTSN Andalan Pekanbaru.

3. The Formulation of the problem

To make this research easily, therefore the writer make the formulation of problem as follows;

- a. How is the students' reading comprehension taught by using showdown strategy of the eighth grade at MTsN Andalan Pekanbaru?
- b. How is the students' reading comprehension taught without using showdown strategy of the eighth grade at MTsN Andalan Pekanbaru?
- c. Is there any significant effect of using showdown strategy on students' reading comprehension of the eighth grade at MTsN Andalan Pekanbaru?

D. The Objectives and Significance of the research

1. The Objective of the Research

- a. To find out the information and data about students' reading comprehension taught using showdown strategy at MTSN Andalan pekanbaru.
- b. To find out the information and data about students' reading comprehension taught without using showdown strategy at MTSN Andalan Pekanbaru.

- c. To find out whether or not there is significant effect of using showdown strategy on students' reading comprehension of the eighth grade at MTsN Andalan Pekanbaru.

2. Significance of the Research

This research is very crucial to be conducted because of some reasons. They are as follows :

- a. To fulfill one of the requirements to finish the writer's study in English Education Department of state Islamic University of Sultan Syarif Kasim Riau.
- b. To enhance the writer's knowledge about teaching reading by using showdown strategy.
- c. To motivate students to improve their proficiency in reading comprehension in order to give chance for students to be master of English.