

## CHAPTER I INTRODUCTION

### **A. Background of the Problem**

Reading is the process to obtain understanding about text. Reading is finding information from some resources. The resources have many forms, not only texts and books but also signs, diagrams, charts, and tables. In other word, reading has been defined as the activity that gives the readers knowledge. Reading is the most essential skill for success in all educational contexts<sup>1</sup>. In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.

According to Lyle Bachman in Brown, reading, that is through which we can access worlds of ideas and feelings, as well as the knowledge on the ages and visions of the future.<sup>2</sup> It means, reading is a window of the world. By reading students get information about written materials and improve their knowledge and experience. In other word, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. So, if the students do not have goodcomprehension in reading, they will get difficulties in comprehending language.

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<sup>1</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*. ( New York: Pearson Education,Inc, 2004), p . 185

<sup>2</sup>*Ibid.*, p. 215

In reading, the students need comprehension skill. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>3</sup> Reading comprehension has an important role in learning process, it can not be separated in our life. Reading is necessary to widen the mind and gain understanding and expand knowledge of a language.

Teaching reading is not separated from the strategies of before, during, and after reading. It is proper that students do not have difficulties in comprehending their reading. Yet in fact, the students still find difficulties in comprehending this skill. The difficulties and the obstacles in reading are also faced by the eleventh gradestudents atSMASPurna Manunggal.SMASPurna Manunggal is one ofthe Senior High Schools in Kampar Regency. This school uses School-Based Curriculum as a guide of English teaching and learning in this school.

Based on School-Based Curriculum, the standard competence of reading is to understand short functional text and simple essay, narrative, spoof, and hortatory exposition text in context of daily life and to access knowledge.<sup>4</sup>English is taught twice in a week with duration 45 minutes per period.To develop students' reading comprehension, the teacher applied partner reading technique and at the other way teacher asked students to read some parts of reading text and

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<sup>3</sup>Janette K. Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p. 8

<sup>4</sup>Department of National Education, *School Based Curriculumof Senior High School*. (Jakarta: Unpublished, 2006), p. 319

gave correct feedback about the answer of questions in the text. Teacher also supported the learning process by providing the students English text book for each. Ideally, the students of SMAS Purna Manunggal District of Kampar Regency were able to read text fluently and able to answer the following questions of the text. Therefore, students at SMAS Purna Manunggal District of Kampar Regency had no problem with their reading comprehension. In other words, the English teacher had done efforts to improve students' reading comprehension.

However, based on the preliminary observation at SMAS Purna Manunggal District of Kampar Regency, the writer found that it was contrary to the reality in the class. Some of the students still had problems to find the topic of the text and they also got different information of the text. It was still far from the target of the curriculum which had score 70 as minimum standard (KKM). It could be seen from the unsatisfactory reading score and some problems that the students confronted in reading. It can be seen from some phenomena as follows:

1. Some of the students are not able to find the topic of the text.
2. Some of the students do not know the meaning of new words in reading text.
3. Some of the students are not able to identify the key information in the text.
4. Some of the student are not able to make conclusion from the text.

5. Some of the students are not able to make connection among ideas in the text.
6. Some of the students are not able to identify the type of text structure.

Based on the problem above and in order to help the students' reading comprehension, teachers are expected to provide students with appropriate technique and material. Here, writer proposes a strategy that can encourage the students' reading comprehension that is called Multipass strategy. Multipass strategy is a strategy for students to make three "passes" through an expository text passage.<sup>5</sup> The purpose is to help students find and remember key information in the passage. Multipass strategy will bring students to comprehend the text. And they can bring themselves in the task. Therefore, the writer is interested in carrying out this research entitled:

***“The Effect of Using Multipass Strategy on Students' Reading Comprehension at SMAS Purna Manunggal District of Kampar Regency.”***

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<sup>5</sup>*Ibid.*, p. 93

## **B. The Problem**

### **1. Identification of the Problem**

Based on the background and the problems explained above, it is clear that most of the eleventh grade students at SMAS Purna Manunggal get difficulties in English course especially in reading. To make it clearer, the problems in this research are identified as follows:

1. Are some of the students able to identify main idea of the text
2. Are some of the students able to find specific information from the text
3. Are some of the students able to infer the meaning of an unknown word of the text
4. Are some of the students able to identify reference of the text
5. Are some of the students able to make inference from the text
6. Are some of the students able to identify the generic structures of Hortatory exposition text (thesis, arguments, and recommendation)

### **2. Limitation of the Problem**

Based in the identification of the problems above, this research focuses on the eleventh grade students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency. This research measures the effect of using multipass strategy in hortatory exposition text.

### **3. Formulation of The Problem**

Based on the problems, thus the problems of this research are formulated in the research questions:

1. Is the students' reading comprehension taught by using Multipass strategy higher than those not taught by using Multipass strategy at SMAS Purna Manunggal District of Kampar Regency?
2. Is there any significant effect of using Multipass strategy on students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency?

### **C. The Objective and the Significance of the Research**

#### **1. The Objective of the Research**

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

1. Finding out whether or not there is students' reading comprehension taught by using Multipass strategy higher than without using Multipass strategy at SMAS Purna Manunggal District of Kampar Regency
2. There is any significant effect of using Multipass strategy on students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency.

## **2. The Significance of the Research**

- a. To give the positive contribution on the process of learning and teaching English especially in reading comprehension of the eleventh grade students at SMAS Purna Manunggal District of Kampar Regency.
- b. To motivate students to improve their reading comprehension in order to give chance for students to master English.
- c. This research finding are also expected to contribute the development of teaching and learning English theoritically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

## **D. The Definition of the Terms**

### **1. Effect**

Effect is a change that something or somebody causes in something or somebody else, or result. 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 variables.<sup>6</sup> In this research, effect is defined as the result of teaching reading comprehension treated by Multipass strategy of the eleventh grade students at SMAS Purna Manunggal District of Kampar Regency.

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<sup>6</sup>Jack C. Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: LongmanGroup, 2002), p. 175

## 2. Multipass strategy

Multipass strategy is a strategy for students to make three “passes” through an expository text passage.<sup>7</sup> It means that Multipass strategy is appropriate strategy in learning expository text by surveying, sorting out, and sizing up. In this research, Multipass is a strategy that was used by the writer in teaching reading comprehension of the eleventh grade students at SMAS Purna Manunggal District of Kampar Regency.

## 3. Reading comprehension

According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>8</sup> In this research, reading comprehension is a process to understand a text by using Multipass strategy of the eleventh grade students at SMAS Purna Manunggal District of Kampar Regency.

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<sup>7</sup>Klingner et al, *Loc.cit.* p. 93

<sup>8</sup>Catherine Snow. *Reading for Understanding toward R and D Program in Reading Comprehension.* (Santa Monica: RAND Education, 2002), p. 11