

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the activities in getting information. It is very important, especially in grasping information presented in the Al-qur'an, newspaper, magazine book, encyclopedia, etc. In reading, a reader must focus on reading and understanding about what the meaning of the text is. Learning reading should create a comprehension and understanding the printed text. According to Hasibuan and Ansyari, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.¹ It means that in reading activity, a reader not only reads the text but also needs to comprehend the meaning of what he/she has read. In reading, a reader requires to construct the meaning and information through interaction with written language.

Reading is one of the important language skills that must be learned by the students of English as a foreign language. The aim of teaching reading is to make students read effectively and efficiently. It means that they really understand about the content. Students not only have to know about the structure of the text, but also comprehend the meaning of what is written. However, comprehending the reading text is not easy to learn, because English

¹Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.114

is still our foreign language and students should have full understanding about the text.

In School-Based Curriculum (KTSP), reading is one of the skills that should be taught in learning English. MA Kampar Timur is one of the schools in Kampar Timur using School-Based Curriculum (KTSP) and the graduated standard (SKL) is 70. It means that reading is one of the skills taught in learning English at MA Kampar Timur. According to the syllabus of MA Kampar Timur at 2013/2014, standard competence of reading at the first year is students are able to comprehend the meaning of short simple essay in the form of recount, narrative, and descriptive to interact with their surroundings.² It means that the first year students of MA Kampar Timur are required to be able to comprehend the meaning of short simple essay in the form of recount, narrative, and descriptive

In that school, the English teacher has applied some strategies such as skimming, scanning, and three phase technique in teaching reading. Commonly, the teacher explains the generic structure and tenses of the text, then asks the students to read aloud, helps them to find unfamiliar word and asks the students to do the task based on the student's book answer individually or group. It is done to enable the students to comprehend the text. Ideally, that technique or activity can make the students understand well in reading text but in reality some of the students are still confused to comprehend the text and some of them did not pass the graduated standard.

²Sabar Budiono, S.Pd. *Syllabus of MA Kampar Timur 2013/2014*. (Kampar: Unpublished. 2012), pp. 5-8

Based on the research's preliminary observation at the X¹ and X² of MA Kampar Timur for three days, the students still got difficulties in comprehending text especially in narrative text. It can be seen in the following symptoms:

1. Some of the students are unable to identify the main idea of narrative text.
2. Some of the students are unable to identify the generic structure of narrative text.
3. Some of the students are unable to identify the purpose of narrative text.
4. Some of the students are unable to analyze the meaning of certain words on narrative text.
5. Some of the students are unable to identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

These symptoms make the researcher interested in giving treatment that gives effect to the better comprehension of the students' reading. In order to improve the students' reading comprehension, the teacher needs to use some strategies. So, the researcher offers one strategy called Vocab-O-Gram. It is a strategy used as a possible solution to solve the students' problem in reading comprehension. This strategy would make the students easy in comprehending the text because they would create predictions about the story and then after reading, the students review or revise placement of words or phrases in categories on the chart.

Based on phenomena, the researcher is interested in carrying out the research entitled "**The Effect of Using Vocab-O-Gram Strategy on Students' Reading Comprehension at MA Kampar Timur**".

B. The Problems

1. Identification of the Problems

Based on the explanation above, the researcher indentifies the problems as follows:

- a. What factors make some of the students unable to identify the main idea on narrative text?
- b. What makes some of the students unable to identify the generic structure on narrative text?
- c. What causes the students unable to identify the purpose on narrative text?
- d. What factors make some of the students unable to analyze the meaning of certain words on narrative text?
- e. What makes some of the students unable to identify facts such as the names of characters, the time of the story or the place of the story on narrative text?
- f. Is there any significant effect of using Vocab-O-Gram Strategy on students' reading comprehension of the first year at MA Kampar Timur?

2. Limitation of the Problems

Based on the identification of the problems above, it is clear that there are many problems in this research, such as the students are unable to identify the main idea on narrative text, the students are unable to identify the generic structure on narrative text, the students are unable to identify the purpose on narrative text, the students are unable to analyze the meaning of certain words on narrative text, the students are unable to identify facts such as the names of characters, the time of the story or the place of the story on narrative text. All of these problems are about the students' reading comprehension. Thus, the researcher focuses on the students' reading comprehension and the effect of using Vocab-O-Gram to solve the students' problems. Here, the researcher chooses narrative text by considering that it is the most difficult text for the first year students of MA Kampar Timur.

3. Formulation of the Problems

Based on the background and identification of the problem, the researcher formulates the problems as follows:

- a. How is the students' reading comprehension on narrative text taught by using Vocab-O-Gram strategy at the first year of MA Kampar Timur?
- b. How is the students' reading comprehension on narrative text taught without using Vocab-O-Gram strategy at the first year of MA Kampar Timur?

- c. Is there any significant effect of using Vocab-O-Gram strategy on students' reading comprehension on narrative text at the first year of MA Kampar Timur?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension taught by using Vocab-O-Gram strategy at the first year of MA Kampar Timur.
- b. To find out the students' reading comprehension taught without using Vocab-O-Gram strategy at the first year of MA Kampar Timur.
- c. To find out whether or not there is a significant effect of using Vocab-O-Gram strategy on students' reading comprehension at the first year of MA Kampar Timur.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research can be stated as follows:

- a. The research findings are contributed to give the valuable input to the English teacher at MA Kampar Timur especially and all English teachers generally as an attempt to improve the students' reading comprehension.
- b. To give information about the effect of using Vocab-O-Gram strategy at the first year of MA Kampar Timur.
- c. To enlarge the researcher's knowledge about the research especially for the researcher's insight scientifically in the topic of Vocab-O-Gram strategy.

d. To fulfill one of the requirements to finish the researcher's study in English Education Department at State Islamic University of Sultan Syarif Kasim Riau.

D. The Definition of the Key terms

In order to explain and avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

1. Effect

Effect is change that somebody or something causes in somebody or something else.³ In this research, effect means the influence of using Vocab-O-Gram strategy on the students' reading comprehension.

2. Vocab-O-Gram strategy

Vocab-O-Gram is a graphic organizer that gives students the opportunity to make predictions about a story using words from the story with categories of a story structure.⁴ In addition, Vocab-O-Gram is both a pre-reading and post-reading support for the students to build background knowledge, provide exposure to content-specific words, and generate predictions and questions related to a story prior to reading. Carrying out the same ideas, Blachowicz and Fisher maintained that Vocab-o-gram is a generic classification chart that reflects the categories of a story structure.

It is used with a charting process that asks students to organize vocabulary

³Manser and Martin. H. *Oxford Learner's Pocket Dictionary, Third Edition*. (Oxford: Oxford University Press. 2000), p.138

⁴Janet Allen. *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*. (New York: Stenhouse Publishers. 2007), p.109

in relationship to the structure of the selection.⁵ In conclusion, this research uses Vocab-o-gram strategy to improve the students' reading comprehension and this strategy uses a charting process that asks students to organize vocabulary of the text.

3. Reading comprehension

Reading comprehension is the result of perceiving a written text in order to understand its content.⁶ Here the researcher narrows the definition of reading comprehension that is the students' ability to understand a written text with narrative genre. Students' reading comprehension was measured by using some questions which were developed by using some indicators.

⁵Blachowicz and Fisher. *Teaching Vocabulary in All Classrooms*. (New Jersey: Pearson Education, 1986), p.49

⁶Jack C. Richards, et. al., *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, Ltd., 1992), p. 306