

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the ways to get knowledge and information, this activity is not only very important for the students but also anyone who wants to improve insights, especially Indonesian students. Nurhadi said that every person should read and read because book is source of knowledge moreover for students.¹ By reading, students will be easy to understand the book written in native language and they will be able to think critically and find factual information if he/she understands the meaning of the written text , but it becomes more serious problems when the books are written in English, they will get many difficulties to understand the books .

The purposes of reading are to gain information or to verify existing knowledge, to critique a writer's idea or writing style, to read for enjoyment or to enhance knowledge of the language being read, to guide the reader's selection of texts, and to determine the appropriate approach in reading comprehension.²

¹Nurhadi.*Bagaimana Meningkatkan Kemampuan Membaca?* (Bandung: CV. Sinar Baru, 1989), p. 1
²www.nclrc.org/essential/reading/stratread.htm. Retrieved on December 05, 2010

Based on the standardization of English course competences, the purposes of reading is to understand meaning (interpersonal, ideational, and textual) in some written texts that have communicative purpose, structural text, and certain linguistic. It means that, reading includes a receptive skill. Therefore, a reader should have the best strategy to obtain a good comprehension of the messages in reading text, and the process of learning is necessary to get a well comprehension In learning process, a teacher uses a reading strategy in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt a variety of texts and tasks.”³ Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create the active learning, because the students not only learn by them selves but also discuss or share what they learn with their friends or their teacher.

In order to accomplish students’ need toward reading comprehension, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in Junior High School .In Junior High School, Reading is practiced in the learning process based on the English text book. The goal of Reading skill in Junior High School is to be able to comprehend the text clearly and answer the questions based on the indicators of study. One of Junior

³ Michael F. Graves. *Teaching Reading in the 21st century* : A Pearson Education Company,2001), P. 310

High Schools is SMP Negeri 23 Pekanbaru, it is located on Garuda Sakti Street Panam. It is one of schools that also use School Based Curriculum (KTSP) as its guidance in teaching and learning process, and reading has been taught since first year of English teaching period. Reading has taught twice in a week with time duration 45 minutes for one hour. According to syllabus 2011-2012 at the second grade, the base competence of reading comprehension refers to capability of students in understanding/ comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such as report, narrative, spoof, and hortatory exposition.⁴

There are many aspects to determine the success of teaching reading at SMP Negeri 23 Pekanbaru such as: material of reading, facility, teacher competence, and the students themselves. But in reality, the results of their English study are still far from expectation of curriculum. Since the writer observed reading comprehension practice in the class room, the students felt bored when reading English text, the students still felt difficult to catch the points of the reading text, they are difficult to understand kind of words, they cannot make the conclusion of the text, and they could not comprehend reading text correctly. Actually, many students who learn English are interested in reading text. But, some of them do not understand and cannot express what they have read. Therefore, those problems are very important to find out the

⁴ Tim Penyusun Syllabus, *Syllabus for Class XI SMP Negeri 23.2011/2012*, unpublished

solution, because it has relationship to their success particularly in learning reading as one of the language skills.

Based on the English teacher's explanation, the main problem of the students at the second year of SMP Negeri 23 Pekanbaru in reading comprehension are in the following symptoms below:

- 1) Some of the students are not able to find the topic in descriptive text.
- 2) Some of the students are not able to comprehend the specific information in descriptive text .
- 3) Some of the students are not able to comprehend the meaning of vocabulary in descriptive text.
- 4) Some of the students are not able to identify the word references in descriptive text.
- 5) Some of the students are not able to take and decide the inferences in descriptive text.

Because of the reasons above, the writer purposes in order to improve the students' ability in reading comprehension. Here, the writer chooses Reading Workshop Approach. Reading Workshop Approach is a teaching strategy where students work in small groups and make discussion. Reading Workshop Approach is is also to organize students into guide reading groups and work groups. Oberlin, Shugarman, and Swift said that reading workshop approach has

been found successfully to improve reading comprehension and attitudes toward reading.⁵

Based on the writer's observation, the writer is interested in doing the research entitled **“The Effect of Teaching English Using Reading Workshop Approach toward Reading Comprehension of the Second Year Students of SMP Negeri 23 PEKANBARU”**

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title of this research, it is necessary for the writer to define the following terms:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Longman, 2002:175)

2. Reading Workshop

Reading workshop is easy to do because it will perform some steps, that are: teacher sharing, mini lesson, self-selected reading and response, students sharing time. This will raise participant through giving question deals with text given.

⁵ Meyer Esllizabeth Kylie. *A Collaborative to Reading Workshop in the Middle Year* Vol. 63, No. 6, Mar., 2010 <http://www:readingwork%20shop/histry%20readingworkshop.htm>(retrieved on 2 of November 2011)

3. Approach

Approach in language teaching refers a way of teaching a language which is based on systematic principles and procedures, i. e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning.⁶

4. Reading

Reading perceives the written text in order to understand its contents.⁷

5. Comprehension.

Comprehension is great skill or knowledge.⁸ In this research, the comprehension means the students knowledge in reading.

C. The Problem

1. The Identification of the Problems

Based on the problem above, the writer formulates the main problem of this research as follows:

- a) Why are some of the students unable to find the topic of the text?
- b) Why are some of the students unable to comprehend the information in the text?

⁵ Jack C. Richards and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. USA. Cambridge University Press. P. 15

⁷Richard et all.. *Longman Dictionary of Language Teaching and Applied Linguistics*. 2nd Ed. Malaysia: British Library Cataloguing.1992.p.273

⁸ Manser, H. Opcit.p.256

- c) Why are some of the students unable to comprehend the meaning of vocabularies?
- d) Why are some of the students unable to identify the word references?
- e) Why are some of the students unable to comprehend and decide the inferences of the text?

2. The limitation of the Problem

Because the title is too broad to be investigated, the researcher limits the problem from this research to the context of “The Effect of Teaching English Using Reading Workshop Approach toward Reading Comprehension on descriptive text of Second Year Students of Junior High School 23 Pekanbaru. In this research, the writer chooses descriptive text, because based on standard competence of syllabus, the students should be able to express the meaning of functional text and short monologue in descriptive to have interaction to the environment, and researcher will uses descriptive text in various themes.

3. Formulation of the Problem

The problem of this research is formulated in the following research questions:

- a) How is the second year students’ reading comprehension on descriptive text taught by using reading workshop approach before having treatment at the second year student of SMPN 23 Pekanbaru?

- b) How is the second year students' reading comprehension on descriptive text taught by using reading workshop approach after having treatment at the second year student of SMPN 23 Pekanbaru?
- c) Is there any significant effect on students' reading comprehension taught by using reading workshop approach at the second year student of SMPN 23 Pekanbaru?

D. The Objective and Significance of the Study

1. The Objective of the Study

The writer carries out this research for several objectives as stated below:

- a) To find out the students' reading comprehension on descriptive text taught by using reading workshop approach before treatment at the second year students of SMP Negeri 23 Pekanbaru.
- b) To find out the students' reading comprehension on descriptive text after treatment at second year students of SMP Negeri 23 Pekanbaru .
- d) To obtain whether or not there is significant effect of using reading workshop approach toward reading comprehension on descriptive text at second year students of SMP Negeri 23 Pekanbaru .

c) Significance of the Study

There are significances, as follows :

- a) To fulfill one of the requirements of S1 degree of Education at of State Islamic English Department, Education and Teachers Training Faculty University of SUSKA Riau.
- b) To give the positive contribution of teaching strategy in Junior High School, especially in English Subject Part Reading of the Second Year Students of Junior High School 23 Pekanbaru.
- c) The research findings are also expected to justify the existing theories in teaching and learning English as language and foreign language, thus how is consent with the current issues the learning and teaching English.