

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills in English besides writing, speaking and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Some students consider that reading is very difficult because many aspects must be learnt. Because of that, they said that reading is not easy. In reading, students should understand how to find information, develop ideas and make a conclusion. Briefly, the students should understand how to read well and comprehend what is being read.

Reading is also one of the ways to get information. Mardox said that reading is the most important single in study¹. This skill is more important than speaking and writing.² Through reading we can enlarge our knowledge. To find out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, in both literal and implied meaning. Besides, a good comprehension will show the reader's ability. Therefore, a good comprehension is necessary in comprehending the meaning what the reader want to comprehend.

¹ Harry Madox. *How to Study*. (Greenwich: Fawcet Premier. 1963), p. 76

² Parel, M F and Praveen M Jain. *English Language Teaching: Method, Tool and Technique*. (Vaishali Nagar: Sunrise Publisher. 2008), p. 113

SMA N 001 Kampar Utara used School Based Curriculum (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 meeting. It means that they learn English 180 minutes in a week with the passing score are 70.

Based on syllabus of Senior High School, reading is one of the skills which is provided in learning process. One of the standar competences of the second year students in reading is understanding the meaning of short functional written text and simple essay of narrative, spoof, hortatory exposition, in context of daily life³. It means that mastering reading comprehension is very important and crucial for students in order to make them understand in learning process.

Based on the writer's preliminary study and observation by looking at the learning process in the classroom and interviewing the English teacher at SMAN 001 Kampar Utara on March 2012, the English teacher used conventional strategy in teaching reading comprehension. There were activities in this strategy, they were; The teacher explained the material and asked the students learn with the small groups and the teacher gave a text. Then they were asked to read the reading text. If they find the difficulty words, they open dictionary. After that, the students were asked to determine the communicative purpose of the text. Then they answer the question related to the text. After that, the students were asked to answer the question

³ Department of National Education. *School Based Curriculum Syllabus of English*. 2006.

together. Ideally, the students should be able to comprehend about the reading text and comprehend what they are reading.

But in fact, they found difficulties to comprehend text although the teacher has given the learning strategy. Their reading comprehension is still far from the expectation of the curriculum, they cannot fill the minimum criteria of passing grade stated by school that is grade 70. The phenomena can be seen into the following symptoms :

1. Some of the students are not able to find the main idea of the text.
2. Some of the students are not able to find factual information of the text.
3. Some of the students are not able to find meaning of vocabulary of the text.
4. Some of the students are not able to identify communicative purpose of the text.
5. Some of the students are not able to make inference of the text.

Therefore, the writer needs to apply a strategy that is appropriate to help student's reading comprehension. There is a strategy that can help students in reading comprehension, called Thick and Thin Questions Strategy. Thick and Thin Questions Strategy is a strategy that requires learners to differentiate between global questions (Thick questions) and clarification questions (Thin questions).. The purpose of this strategy is to create questions pertaining to a text, to help students discern the depth of the questions that they ask and are asked, and to use questions to facilitate understanding about

text⁴. It can be concluded that thick and thin questions strategy can help students comprehend the text.

Based on the explanation above, the writer is interested in conducting a research entitled: **The Effect Of Using Thick and Thin Questions Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 001 Kampar Utara.**

B. Definition of the Terms

To avoid misunderstanding and misinterpreting toward the terms used in this research, the writer provides the following definition.

1. Effect

Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.⁵ Therefore, effect can be said as influence that is appeared by something toward something else. In this resarch, effect is defined as the result of teaching reading by using thick and thin questions strategy toward reading commprehension of the second year student at SMAN 001 Kampar Utara.

2. Thick and Thin Question

Thick and Thin Questions is a strategy that requires learners to differentiate between global questions (thick questions) and clarification questions (thin questions). Thin questions include questions not requiring much thought. Thick questions would require more thought. This strategy

⁴ McLaughlin and Allen. *Guided Comprehension: A Teaching Model for Grades 3-8*. (Newark, DE International Reading Association. 2002), p. 111

⁵ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition*. (New York: Pearson Education, 2002), p. 175

encourage students to distinguish between types of questions as a way to help them focus on the most important aspects of a text.

Thick and thin questions strategy meant in this research is a strategy used by researcher to know its effect toward reading comprehension of the second year students at SMAN 001 Kampar Utara.

3. Reading comprehension

Comprehension is understanding something, getting its meaning⁶. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text. It means that reading comprehension is an interaction between the reader and the text. The term of reading comprehension refers to the ability of the second year students at State Senior High School 001 Kampar Utara.

C. The Problem

1. Identification of the Problem

Based on the background and phenomena above, there are many problems that make the students unable to improve their reading ability to comprehend the reading text. They are as follows:

- a. What are the factors that made the students not able to find the main idea of the text?
- b. Why were the students not able to find factual information of the text?

⁶ Mark Sadoski. *Conceptual Foundation of Teaching Reading*. (New York: The Guilford Press: London, 2005), p. 67

- c. What causes the students were not able to find the meaning of vocabulary of the text?
- d. What causes the students were not able to identify communicative purpose of the text.
- e. What makes the students difficult to make inference of the text.

2. Limitation of the Problem

Based on the identification of the problems above, thus the problem of the research was limited to focuses on reading comprehension on narrative text. So, the researcher applied Thick and Thin Question strategy on reading comprehension of the second year students at SMAN 001 Kampar Utara

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. How is students' reading comprehension taught by using Thick and Thin Questions strategy of the second year students at SMAN 001 Kampar Utara?
- b. How is students' reading comprehension taught without using Thick and Thin Questions strategy of the second year students at SMAN 01 Kampar Utara?
- c. Is there any significant effect of using Thick and Thin Questions strategy toward students' reading comprehension of the second year students at State Senior High School 001 Kampar Utara?

D. The Objectives and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension taught by using Thick and Thin Questions strategy of the second year students at SMAN 001 Kampar Utara.
- b. To find out the students' reading comprehension taught without using Thick and Thin Questions strategy of the second year students at SMAN 001 Kampar Utara.
- c. To find out whether or not there is significant difference of using Thick and Thin Questions strategy toward reading comprehension at State Senior High School 001 Kampar Utara

2. The Significance of the Research

- a. To give information to the teacher and the institution about the effect of using Thick and Thin Questions strategy toward reading comprehension.
- b. To give positive contribution related to the process of teaching and learning English especially in term of the effect of using Thick and Thin Question strategy toward students' reading comprehension at SMAN 001 Kampar Utara.
- c. To fulfill one of the requirements in finishing the writer's study at English Education Department, Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.