

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

There are four skills in English such as listening, speaking, reading and writing that the students should master them at the end of their language process<sup>1</sup>. Especially in reading, there are components of reading skill that should be mastered by all English learners. Reading is very important for people, especially for students. This language component is the only way to get information through many kinds of printed materials.

According to Hasibuan, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read news paper and manual, so that they are pursued to master all aspects of English skill<sup>2</sup>. Most of the significant books needed for development of science and technology are written in English. Therefore, reading ability must be mastered by learners especially by Junior High School students.

By considering how important reading is, it is crucial that reading should be given attention in any level of education, especially in Junior High Schools. Richard and Renandya said in Yuli that reading is a skill which is highly valued by students and teachers alike.<sup>3</sup> It means that reading skill is very important for everyone.

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<sup>1</sup> H. Douglas Brown, *Teaching By Principles: An Intractive Approach to Language Pedagogy*. San Francisco State University: Longman. 1994. P. 12

<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 2.

<sup>3</sup>Yuli Pera Fitria. "The Effectiveness of Using Picture Series (Retated to the Theme) in Increasing Students' Reading Achievement at the Second Year Students of Mts Muhammadiyah Penyasawan. Kampar".

Reading needs ability to understand the text. Many people can read, but not all can understand what they have read. According to Razak, “reading ability is an ability of the reader to take the point or explain the content of the book“. It means that, those who read a reading, they must understand what content was just read.

According Hornby, Reading is the action of a person who read an attempt to make a meaning from what an author has written<sup>4</sup>. Having good reading ability in language especially in English is very important for the students because reading has the purpose. As Kalayo Hasibuan says, reading is an activity with a purpose<sup>5</sup>. Mcdonough and Shaw in Misdaliza said that one of the purposes of reading is to acquire information and to comprehend the reading contents. Generally, the purposes of reading are classified into; a) getting general information from the text, b) getting specific information from the text, c) reading for pleasure or interest<sup>6</sup>.

If students’ reading comprehension is low, they will not be able to understand reading text and apply learning strategies. The purposes of learning strategies are as follows:

1. Diagnosing it correctly in a particular learning situation.
2. Becoming knowledge strategy-effective learning strategies to know how the ability to use it.
3. Motivating themselves not only as a value or an external motivator.

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<sup>4</sup> Hornby As, *Oxford Advanced Learner’s Dictionary*. England: Oxford University Press.1974

<sup>5</sup> Kalayo Hasibuan, and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language ( Tefl)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 115

<sup>6</sup> Kalayo Hasibuan And Muhammad Fauzan Ansyari, *Loc.Cit*

4. Being able to persevere in the task so that the task is completed.
5. Learning effectively and having lasting motivation to learn.<sup>7</sup>

The aim of teaching reading is to develop the students' ability in order that they can read English text effectively and efficiently. The success of teaching reading for the Junior High School students is determined by many aspects such as the material of reading, the facilities, the teachers, the students themselves, methodologies and strategies. Here, the writer would compare two strategies to improve students' reading ability; they are Index card match and Word square.

Index card match is a teaching model that is very interesting and joyfull that can be used by repetition of a material of lesson given.<sup>8</sup> It means, this strategy is used in a class that the students once learned a similar subject. Index card match is a good strategy that is used to repeat material given previously. However, the new material can still be taught with this strategy through a record of students with the task of studying the topic to be taught prior to class so that when they already have sufficient knowledge<sup>9</sup>. Teaching Strategy index card match is one of the strategies which is compatible for improving the students' ability in English reading.

A word square is a special type of acrostic. It consists of a set of words written out in a square grid, that the same words can be read both horizontally and vertically. The number of words, which is equal to the number of letters in

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<sup>7</sup>Werkanis, *Strategi Mengajar dalam Pelaksanaan Kurikulum Berbasis Kompetensi*, Riau: Sutra Benta Perkasa, 2005, hlm 8 – 9.

<sup>8</sup>Hartono, dkk. *Pembelajaran PAIKEM*. Pekanbaru: Zanafa Publishing. 2009, p. 35

<sup>9</sup>Hisyam Zaini, Bermawy Munthe, Sekar Ayu Aryani. *Strategi Pembelajaran Aktif*. Yogyakarta: IAIN Sunan Kalijaga. 2004, p. 55

each word, is known as the "order" of the square. Word squares were popular in Britain in the nineteenth century. In 1859, the scholarly journal 'Notes and Queries', published the following word square which claimed to 'square the circle'. A word square is composed of words of equal length that can be read both horizontally and vertically. The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones (often called, 'double word squares')<sup>10</sup>.

*Word Square* according to Hornby in Tri Wurianingrum is a number of words arranged into word boxes that have many letters. Teacher gives some questions and students look for the right answer. Several words arranged until words can be read in front and behind. Therefore, all questions include all concepts of the answer<sup>11</sup>.

In using the word square you are given a square letter grid with a single word occupying the first row and column. The learners also given a set of letters to be used in completing the grid with intersecting words. Each word will occur horizontally and vertically in the row and column of the same number.

The conclusion is all the Indonesian students need English. Moreover in reading. Therefore, reading should be taught and mastered by the students maximally. Darel Hikmah Boarding school is one of the islamic Junior High Schools in Pekanbaru in which English is also taught in their environment. It

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<sup>10</sup> Achalasia, *Word Way*, (<http://wordpress.com>, accessed on May 2012)

<sup>11</sup> Tri Wurianingrum, *Meningkatkan Hasil Belajar Siswa Melalui Metode Observasi yang Divariasikan dengan LKS Word Square pada Materi Klasifikasi Hewan di SMP Negeri 8 Purworejo*, Universitas Negeri Semarang: Semarang, 2007, p. 2

is starting from the first year to the sixth year of the boarding school. As a junior high institution, Darel Hikmah Pekanbaru has several organizations. One of them is language department, it is once in two weeks they use English. Therefore, language department is better than others, especially in English ability.

Actually, the students have studied English since they were still in Elementary School but it could not guarantee them to master English very well.

Based on writer's preliminary research of the second year students at MTS Dar-el Hikmah Boarding School, the writer found symptoms or phenomien in teaching English especially in reading ability are as follows:

1. Most of the students did not understand the reading text given eventhough the teacher had taught the reading strategies.
2. Some of the students were difficult to find the main idea of the text.
3. Most of the students had lack of vocabulary in reading.
4. Some of the students were difficult to find the meaning of unfamiliar word.
5. Some of the students could not answer the question given after reading passage/text.

There might be several causes of the problem especially from teacher; a) teachers gave extra tutoring or learning, but learning outcomes were remain low, b) teachers used various strategies such as discussions and provision of learning tasks, but results were still low, c) teacher had lack of instructional media such as books or texts that could be read by students. Besides that, the causes of the problem from students are; a) they had lack of interest in

learning, b) lacked of reading because the limitation of media, c) lacked of memorizing vocabulary in reading, d) they were difficult to identify the word or phrase used in language literature.

Based on the symptoms above, the writer way interested in conducting a research entitled **“The Difference of Reading Ability taught by using Index Card Match and Word Square Strategies of the Second Year Students Dar-el Hikmah Boarding School Pekanbaru”**.

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

To avoid misunderstanding in this research, it is necessary to explain the terms used in this research. The terms are as follows:

### 1. Reading ability

An ability of the reader to take the point or explain the content of the book<sup>12</sup>. In other words, when readers read the text they should be able to understand reading text and apply learning strategies.

### 2. Index Card Match

Teaching strategy that are very interesting and enjoyable can be used by repetition of a material of lesson given<sup>13</sup>. It means that, this strategy is used in a class that the students once learned the similar subject.

### 3. Word Square

A special type acrostic. It consists of a set of words written out in a square grid, such as the same words can be read both horizontally and vertically<sup>14</sup>.

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<sup>12</sup>Rahayu Prihatini, “Correlation between Students’ Ability in Identifying Idioms in Reading Text and Their Ability to Use Them in Speaking at the Second Year Students of MAN 1 Pekanbaru “.

<sup>13</sup>Hartono, dkk. *Pembelajaran PAIKEM*. Pekanbaru: Zanafa Publishing. 2009, p. 35

By using this strategy, the teacher can give some questions and then the students look for the right answers. Several words must be arranged until the words can be read in front of and behind.

## **C. The Problem**

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

Based on the background of the study mentioned above, the problems can identified as follows:

1. The students could not answer the questions given after reading text.
2. The students were difficult to find the meaning of unfamiliar words.
3. The students had lack of vocabulary in reading.
4. The students could not arrange the irregular words completely.
5. The students were difficult to guess the words especially in foreign language.

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

In order to focus the problem and to avoid misunderstanding in this research, the writer then limited the problem to be students' reading ability taught by using Index Card Match and Word Square Strategies of the second year students Darel Hikmah Boarding School Pekanbaru.

### **3. Formulation of the Problem**

Based on the identification of the problem above, the problems of this research are formulated in the following questions:

1. Is the students' reading ability taught by using Index Card Match strategy higher than using Word Square strategy of the second year students Darel Hikmah Boarding School Pekanbaru?

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<sup>14</sup> Achalasia, *Word Way*, (<http://wordpress.com>, accessed on May 2012)

2. Is there a significant difference of reading ability between students taught by using Index Card Match and Word Square strategies of the second year students Darel Hikmah Boarding School Pekanbaru?

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

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

- a. To find out the students' reading ability taught by using Index Card Match strategy.
- b. To find out the students' reading ability taught by using Word Square strategy.
- c. To find out a significant difference of reading ability between students taught by using Index Card Match strategy and Word Square strategy at the second year Darel Hikmah Boarding School Pekanbaru.

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

- a. To assist the students in developing their reading ability by using Index Card Match and Word Square strategies.
- b. Giving information which group is better reading ability taught by using Index Card Match or Word Square strategies.
- c. Giving much contribution to English teacher generally, especially English teacher at Darel Hikmah Bording School Pekanbaru.
- d. To fulfill one of the requirements for finishing the writer's undergraduate study program (S1) at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.