

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the most important skills of the language skills (writing, speaking, listening, and reading). There are four skills in English that should be mastered. They are listening, writing, speaking and reading. Reading is one of the ways to make the students comprehend the information, lesson, and to get the appropriate or the real meaning of the text. Reading is most useful and important skill for people. The purpose of reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one knowledge of the language.

In reading, the students need comprehension skill. Some of the students think that to comprehend a reading text is very difficult because so many aspects should be considered. Activation of background knowledge is one of the important things when the students in reading process. Reading is an important activity in life with which one can update his/her knowledge. Reading is the most important activity in any language class. Reading is an active process which consists of recognition and comprehension skill<sup>1</sup>. They can get meaning of a text easily if they have good comprehension on a text. The purpose of reading is getting information with deep comprehension. Reading comprehension is a complex cognitive process. Metacognition, or thinking about the cognitive processes involved in reading.<sup>2</sup> Comprehension is needed to achieve in each reading text. Because it is the crucial one that influences the reader. Reading comprehension involves much more than readers' responses to text. Janette says reading

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<sup>1</sup>M. F. Patel and Praveen M. Jain. *English Language Teaching (Method, Tools & Techniques)*. (Jaipur: Sunrise Publisher & Distributor, 2008), p.113

<sup>2</sup>Susan E. Israel, et. al. *Metacognition in Literacy Learning: Theory, Assessment, Instruction, and Professional Development* (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p.22

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> By getting comprehension from the text, the students can be called as the successful students because they are able to get the meaning of the text. Either implicit meaning or explicit meaning of the text that they read.

Senior High School 10 Pekanbaru is a formal education that is also teaching English especially for reading skill. The school also uses School Based Curriculum (KTSP) in teaching process with passing score of the Senior High School 10 Pekanbaru that is 70, and reading has been taught since the first year of English teaching period. All of subjecta are taught based on those authority. Like in English subject, the material should be also based on the curriculum. Skills that must be learned are reading, speaking, writing and listening. The standard competence of reading is the students are able to comprehend the functional tex in form of narrative, spoof, hortatory exposition in daily life context.<sup>4</sup> In this research, researcher focuses on narrative text.

Based on the writer's observation by asking English teacher at Senior High School 10 Pekanbaru, in teaching English the teacher usually used three phase technique. Firstly, the teacher gave and explained about a narrative text. After giving the text, they read each paragraph one by one and then the students found the difficult words in the text to comprehend it. They were also allowed to open their dictionary if it was needed. Finally, students answered the following question.

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

<sup>4</sup>BSNP (Badan Standar Nasional Pendidikan), *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* . Jakarta :2006, Unpublished.

Based on the preliminary study at the second year students of senior high school 10 Pekanbaru, the writer found that some of the students have difficulties in reading comprehension. Although the students had been taught reading comprehension by the teacher in those schools, but the students' reading comprehension was still far from the expectation of the KKM on curriculum. There were some problems related to the students' reading comprehension. The problems were seen from the phenomena bellow:

1. Some of the students were not able to identify the topic on narrative text.
2. Some of the students were not able to identify the generic structure (orientation, complication and resolution) on narrative text.
3. Some of the students were not able to identify the language features on narrative text.
4. Some of the students were not able to identify the communicative purpose on narrative text.

Based on the problems above, the writer offers the good strategy to solve those problems. The strategy that is appropriate to implement is jots and doodles strategy. Jots and doodles strategy is an effective method for engaging adolescent readers in rehearsing, elaborating, and comprehension monitoring of narrative text. The jots and doodles strategy enables adolescent readers to use simple technique to self-monitor their comprehension while they read<sup>5</sup>.

By providing those strategy, students are expected to comprehend what they read deeply. Besides, they are to be trained to use visual images. regarding with the symptoms that writer mentioned above, the writer is interested in carrying out a research entitled: *The Effect of Using Jots and Doodles Strategy toward Reading Comprehension of the Second Year Students at Senior High School 10 Pekanbaru.*

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<sup>5</sup>Patricia A. Antonacci and Chaterine M. O'Challaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (California: SAGE Publications, Inc., 2011), p.108

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

In order to avoid misunderstanding and misinterpretation toward the terms used in this research, the writer thinks that is necessary to explain the words found in this research. The words are in the following ones:

### **1. Jots and Doodles strategy**

Jots and Doodles strategy is an effective method for engaging adolescent readers in rehearsing, elaborating, and comprehension monitoring of narrative text.<sup>6</sup> This strategy is appropriate to improve English skill not only in reading but also in speaking, listening and writing. In this research, Jots and Doodles strategy is used to improve reading comprehension of the second year students at Senior High School 10 pekanbaru.

### **2. Reading**

Reading is a complex process involving a cognitive action that works together to construct meaning.<sup>7</sup> In reading process the reader should focus on what they read and need interest on it. This research was intended for the second year students at Senior High School 10 Pekanbaru to read the narrative text to get the comprehension of the text.

### **3. Reading comprehension**

Reading comprehension is as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>8</sup> Therefore, to understand the text we should know the steps or strategy in

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<sup>6</sup> Ibid. p.108

<sup>7</sup>Linda J.Dorn and Carla Soffos, *Teaching for Deep Comprehension: a Reading Workshop Approach*.(Portland: Stenhouse Publishers, 2005), p.6

<sup>8</sup>Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*. (Victoria: ACER Press, 2008), p.31

reading itself. Achieving reading comprehension is the goal of this research that was conducted at Senior High School 10 Pekanbaru and tended to the second year students.

## **C. Problem**

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

To make this research clear, the researcher is going to identify the problems as follows:

- a. What makes some of the students unable to identify the topic on narrative text?
- b. What makes some of the students unable to identify the generic structure (orientation, complication and resolution) on narrative text?
- c. What makes some of the students unable to identify the language features on narrative text?
- d. What makes some of the students unable to identify the communicative purpose on narrative text?

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

Based on the identification of the problems above, the researcher limits the problems that only focuses on reading comprehension on narrative text. So, the researcher applied Jots and Doodles strategy toward reading comprehension of the second year students at Senior High School 10 Pekanbaru.

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

The problems are formulated as follows:

- a. How is the students' reading comprehension taught by using jots and doodles strategy of the second year at senior high school 10 Pekanbaru?
- b. How is the students' reading comprehension taught without using jots and doodles strategy of the second year at senior high school 10 Pekanbaru?
- c. Is there any significant effect of using jots and doodles strategy toward students' reading comprehension of the second year at senior high school 10 Pekanbaru?

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

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

- a. To find out the students' reading comprehension taught by using jots and doodles strategy of the second year at senior high school 10 Pekanbaru.
- b. To find out the students' reading comprehension of using jots and doodles strategy toward reading comprehension of the second year at senior high school 10 Pekanbaru.
- c. To find out whether there is a significant effect of using jots and doodles strategy toward students reading comprehension of the second year at senior high school 10 Pekanbaru.

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

Furthermore, the writer has also some purposes through conducting this research. The purposes are as follows:

- a. To improve students' reading comprehension by using jots and doodles strategy.
- b. This research finding is also expected to develop the theories of teaching and learning English as a foreign language and for those who are concerned very much in the world of language and teaching in general.

c. To fulfill one of the requirements of the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.