

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is an active process to find the meaning of a set of written symbols, and to get meaning based on the text. The process of reading requires the eyes activity to receive, and absorb the means of the written symbols such as letters, punctuation marks and spaces. Moreover, reading also requires the cognitive processes in the brain to convert them into words, sentences and paragraphs that communicate something to others. Hudelson says “In reading an individual constructs meaning through a transaction with written text that has been created by symbols that represent language”¹.

In teaching learning process, reading is a way to get information from a text in which this information will support learning process. If the students are able to get the information, they are expected to be able to identify what the text is talking about. By reading the students not only get information but also improve their knowledge and ability in reading. According to Grabe and Stoller, “reading is the ability to draw meaning from the printed page and to interpret this information appropriately”²

Reading is one of the active activities done by language learners as one skill of language learnings. It is one of the basic skills that should be

¹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (TOFL)*, Third Edition,(New York: Eunice Yeates-Fogle), 2001, P. 154

²William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (England: Pearson Education), 2002, P. 9

mastered by students. As one of the language skills, reading is not only pronouncing the words, but also inferring and comprehending the meaning or information of the text. Readers will not be successful to comprehend a text if they do not know much about vocabulary, grammars, and structures. This statement relates to a study done by Murcia that says “research on L1 reading has highlighted the need for readers to develop essential reading processes and abilities such as rapid word recognition, vocabulary development, text structure awareness, and strategic reading”³. So the first thing that will be met by the students when they read is the vocabulary, and how to deal with the unfamiliar words will be a very important aspect. If the students are not able to comprehend what they read, their reading activity will be useless. According to Vaughn and Linan, “comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.”⁴

In order to accomplish the students’ reading comprehension, School Based-Curriculum (KTSP) provides reading comprehension as one of the subject elements in English that must be taught and learned in junior high school. Based on KTSP for junior high school 2006, the goals of teaching English are as follows:⁵

³Celce, Op. Cit., P. 188

⁴Sharon Vaughn and Sylvia Linan-Thompson, *Research-based methods of reading instruction*, grades K–3, (New York: Association for Supervision and Curriculum Development) (ASCD), 2004, P. 98

⁵BNSP, *Standar Isi untuk Satuan Pendidikan Dasar & Menengah Standar Kompetensi dan Kompetensi Dasar SMP/MTs*, (Jakarta: BNSP) 2006, P. 124

1. Developing communicative competence in oral and written form to achieve functional literacy level.
2. Having awareness about sense and significant English in order to increase national competence in global society.
3. Developing students' understanding about relationship between language and culture.

Based on the quotation above, it is clear that learning to read requires a lot of aspects that must be mastered by the students. It means that when students can not master these aspects, teaching reading will not run well.

Junior high school 25 Pekanbaru uses School Based Curriculum (KTSP) as English learning guide. English has been taught twice a week with duration 2×40 minutes per meeting. Reading is one of the skills that has been already taught since the first year. In other words, they have been studying English for a long time. It means they should know good learning methods and strategies to learn English especially in reading comprehension. In this school, reading skills had been taught by using a conventional method. The teacher gave the students' material to read, and asked them to answer the questions based on the text, or they had to translate the unfamiliar words by using the dictionary into Indonesian language, after that teacher asked the students to collect their task to be corrected.

Based on the researcher's preliminary study at State Junior High school 25 Pekanbaru, it is clear that some of the students still faced some problems and difficulties in learning English, especially in reading comprehension. The students' reading comprehension was still far from

the expectation of curriculum. There were some problems faced by the students as follows:

1. Some of the students got difficulties to find the main idea in reading recount text.
2. Some of the students were not able to find out the information in reading recount text.
3. Some of the students were not able to identify the generic structure in reading recount text.
4. Some of the students were not able to comprehend the content in reading recount text.
5. Some of the students had lack of vocabulary to express their ideas in reading recount text.

Based on the problems described above, the writer assumed that some students still had difficulties in comprehending reading recount text and this problem had to be solved soon. It was necessary for language teacher to foster comprehending reading recount text of the students in order to make the students more understand about reading recount text. In case, teacher needed an appropriate strategy to improve the students' reading comprehension as well. The use of strategy was a solution for the students to solve their problems. Therefore, the key of success in language teaching learning process especially for English was the use of appropriate teaching and learning strategy. To solve the problems above, the researcher would like to offer a strategy that could help students' reading

comprehension. The strategy which called Question, Reduce, Read, and Discuss. Question, Reduce, Read and Discuss strategy was to provide a comprehensive way for students and teachers to engage with the text.⁶ According to Brunner Question, Reduce, Read, and Discuss strategy can be used for fiction, non-fiction and expository text.⁷ in this research the researcher used non-fiction especially for recount text.

Based on the explanation and problem above, the researcher was interested in conducting a research entitled: “**The Effect of Using Question, Reduce, Read, and Discuss Strategy toward Reading Comprehension in Recount Text of the Second Year Students at State Junior High School 25 Pekanbaru”.**

B. Definition of the Term

In order to avoid misunderstanding about the topic of the research, it is necessary for the researcher 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.⁸ In this research, the effect means that as the result of applying the Question, Reduce, Read, and Discuss Strategy for the students of teaching reading comprehension in recount text.

⁶Judy Titton Brunner, *Now I Get It!; Differentiate, Engage, and Read for Deeper Meaning*, (United Kingdom: The Rowman & Littlefield Publishing Group), 2012, P. 104

⁷Ibid p.105

⁸Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition,(London: Pearson Education), 2002, P. 175

2. Question, Reduce, Read, and Discuss Strategy

Question, Reduce, Read, and Discuss strategy is to provide a comprehensive way for students and teachers to engage with the text.⁹

In this research, this strategy means a strategy used by the writer to know the effect of students' reading comprehension in recount text of the second year students at state junior high school Pekanbaru.

3. Reading Comprehension

Reading 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 intext, understanding of text type).¹⁰ Reading comprehension in this research is the students' ability in comprehending the recount text.

4. Recount text

Recounts are sequential texts that do little more than sequence a series of events.¹¹ In this research, recount text means that there are some events that do in a sequence series.

⁹Judy. Loc. Cit. 104

¹⁰Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching reading comprehension to students with learning difficulties*, (New York: Guilford Press), 2007, P. 8

¹¹Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skills*, (Pekanbaru: Education Matters Most Publishing, 2012), P. 26

C. Problem

1. Identification of the Problem

Based on the problems above, the problems can be identified as follows:

- a. Some of the students got difficulties to find the main idea in reading recount text
- b. Some of the students were unable to find out the information in reading recount text
- c. Some of the students were unable to identify the generic structure in reading recount text
- d. Some of the students were unable to comprehend the content in reading recount text
- e. Some of the students had lack of vocabulary in reading recount text

2. Limitation of the Problem

Based on identification of the problems stated above, thus, the problems of this research were focused on the second year students' difficulties to comprehend reading recount text by using Question, Reduce, Read and Disscuss Strategy at State Junior High School 25 Pekanbaru.

3. Formulation of the Problem

Based on the problem limited above, thus, this research is formulated in the following research question:

- a. How is the students' reading comprehension in recount text taught without using Question, Reduce, Read and Discuss strategy of the second year at State Junior High School 25 Pekanbaru?
- b. How is the students' reading comprehension in recount text taught by using Question, Reduce, Read and Discuss strategy of the second year at State Junior High School 25 Pekanbaru?
- c. Is there any significant difference between the students who are taught by using and without using Question, Reduce, Read and Discuss strategy toward comprehension in recount text of the second year at State Junior High School 25 Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information of students' reading comprehension in recount text taught by using Question, Reduce, Read and Discuss strategy of the second year at State Junior High School 25 Pekanbaru.
- b. To find out the information of students' reading comprehension in recount text taught without using Question, Reduce, Read and Discuss strategy of the second year at State Junior High School 25 Pekanbaru.
- c. To find out if there is a significant difference between the students who are taught by using Question, Reduce, Read and Discuss strategy and those taught without using Question, Reduce, Read and Discuss strategy on their reading comprehension of the second year at State Junior High School 25 Pekanbaru.

2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully, useful and valuable, especially for students and the teachers of English of the second year at State Junior High School 25 Pekanbaru to be consideration in their teaching and learning process in the future.
- c. These research questions are also expected to be the practical and theoretical information to the development of the theories in language teaching.