

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In foreign language learning, reading is very important. According to Brown, there are four skills in English that have to be mastered: Listening, Speaking, Reading and writing¹. In this matter, reading skill seems to be the first choice. There are several reasons for this. In the first place, reading is one of the compulsory courses that has to be learned. Second, this course is also examined in national examination. Third, reading is one of the effective ways to obtain information. Finally, reading will provide people with various field of knowledge.

According to Hasibuan², "reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose". Based on the quotation above, it is very clear that the students of senior high school level are strongly expected to know the approach of the reading skill to comprehend the reading text well.

Reading comprehension is not known as what each letter of alphabet stands for, but it also involves the power of understanding fully. It means that students should understand the content of the text after finishing reading the text.

¹Brown, H. Douglas. (1994). *Teaching by Principle: an Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: prentice hall, inc. p:217.

² Kalayo hasibuan and Muhammad fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp.29.

Reading without comprehending is not considered as reading in the nature because comprehension of reading takes place the goal of teaching reading to make students able to read English text. They do not only understand the social function of the text, and the language feature of the text but also comprehend the meaning of the text.

State Islamic Senior High School (MAN Kuok) is one of the schools in Kuok Regency. As a formal education, this school also provides English subject to the students, especially reading. According to the School Based Curriculum 2009 (KTSP), the goal of learning English subject in MAN Kuok, especially for reading, is the students have to be able to identify meaning word of the text, identify main idea and identify argument.³ It means that the students should be able to comprehend the text and get the information from text.

Regarding to the preliminarily study at MAN Kuok, English is taught twice a week with duration 0 (2x45) minutes for each meeting with the minimum standard curriculum achievement (KKM),70 and also for each skill of the minimum standard curriculum achievement (KKM),70. The teacher used three-phase technique in teaching reading at the school. In this technique, the learning processes focus as a teacher centered and make the students' bored and passive in the learning processes. In this technique, the pre – activity the teacher asked the students about the material learnt. The whist activity, the teacher gave the topic based on the reading material from the book. The reading materials consist of kind of paragraph such as narrative, report, and descriptive. In this technique, students

³ School Base curriculum (KTSP) 2009 of MAN Kuok.

were asked to read the text from the book based on the topic. Then at the end of teaching, post – activity, students were given chance to share their ideas, summarize the text, and answer the question based on the text they read to know how students comprehend reading material.

Ideally, the students should have good reading comprehension. However, regarding the preliminary study at MAN Kuok, it has been clear that some of the students still had some problems in English subject, especially reading comprehension. The students' reading comprehension was still far from the expectation of the curriculum. The problems can be seen in the following symptoms:

- a. Some of the students are not able to identify the word meaning in narrative text
- b. Some of the students are not able to identify the meaning of sentence in narrative text.
- c. Some of the students are not able to identify setting in narrative text.
- d. Some of the students are not able to identify the complication in narrative text
- e. Some of the students are not able to identify the generic structure of narrative text
- f. Some of the students are not able to identify the communicative purpose in narrative text.

To improve the students' comprehension in reading, it needs an appropriate technique to help them to solve their problems. Actually, there are

many techniques that can help students to improve their reading comprehension. It is somehow difficult to improve students' reading comprehension in senior high school efficiently. Tittle, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-chapter questions, Summary (THIEVES) strategy by Suzanne Menz is one way to teach students in the use of textbook resources⁴. In this strategy, students learn to preview a chapter or a section of a chapter of textbook in order to organize the chapter's information as they read it. THIEVES are an acronym that reminds students of the place in their textbook in which they will be likely to find information they need to understand the concepts they are learning

Based on the problems stated above, it is clear that some of the students in MAN KUOK are still facing the obstructions or difficulties which should be solved as soon as possible even the problems come from the students itself or because of another factors. Therefore, the writer is interested in carrying out a research entitled **“The Effect of Using Title, Headings, Iintroduction, Every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, summary (THIEVES)Toward Reading Comprehension of the Second Year Students at MAN Kuok”**.

B. The definition of the term

The topic in this research is the effect of using Tittle, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-

⁴Kinberg, Margot. *Teaching Reading in the Content Areas: for Elementary Teachers*. (united of state America :Shell Education, inc, 2007),p.88.

chapter questions, Summary (THIEVES) strategy toward student reading comprehension in narrative text of state Islamic senior high school Kuok (MAN Kuok). In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary for the writer to define the following terms.

1. The Effect

Hornby stated that effect is a change procedure by an action or cause as defined.⁵ In this research the effect refers to the teacher's effort in teaching effectively. In this research, the effect means the alteration of students' reading comprehension between students who are taught by using thieves strategy and those who are not taught by using thieves strategy at the second year students at MAN kuok.

2. THIEVES

THIEVES is an acronym that reminds students of the place in their textbook where they will be likely to find information they need to understand the concepts they are learning.⁶

3. Strategy

Strategy is a plan intended to achieve a particular purpose⁷. In here, the strategy means plan that is designed to achieve the goals of teaching and learning process especially in reading comprehension by using THIEVES strategy.

⁵ Hornby, AS.1995.Oxford Advanced Learner's Dictionary of Current English,oxford: oxford university press.p:422.

⁶ Kinberg, Margot Loc.cit.p 88.

⁷Hornby, AS. Opcit. P: 1336.

4. Reading

Baker and Brown say that reading is a complex process involving a network of cognitive actions that works together to construct meaning.⁸

Reading is hard when you are meeting a lot of new ideas.⁹

5. Comprehension

Comprehension is an active process in which each reader brings his or her individual attitudes, interests, expectation, skills, and prior knowledge.¹⁰

6. Reading Comprehension

Westwood said that Reading comprehension can be defined 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.¹¹

C. The problem

1. The identification of the problem

Based on the problems described above, it is clear that some of the second year students at MAN Kuok still face some problems in English, especially in reading comprehension for more details these problems were identified as follows:

⁸ Linda J. Dorn and Carla Soffos. *The Teaching for Deep Comprehension: A Reading Workshop Approach* (Australia : Stenhouse Publishers, 2005), p.7.

⁹ Thomas G. Gunning, *Reading Comprehension Boosters*. (San Francisco: Jossey-Bass, 2010), p.7.

¹⁰Judith Westphal Irwin, *Teaching Reading Comprehension Processes*.(New Jersey: Englewood Cliffs, 1986), p.7

¹¹ Petter Westwood. *What Teachers Need to Know About Reading And Writing Difficulties*. Australia: Acer Press.2008. pp.31.

- a. Why are some of the students unable to identify the word meaning in narrative text ?
- b. Why are some of the students unable to identify the meaning of sentence in narrative text.?
- c. Why are some of the students unable to identify setting in narrative text?
- d. Why are some of the students unable to identify the complication in narrative text?
- e. Why are some of the students unable to identify the generic structure of narrative text?
- f. Why are some of the students unable to identify the communicative purpose in narrative text?

2. The limitation of the problem

Based on the identification of the problem above, the problems of this research are focused on the effect of using Title, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-chapter questions, Summary (THIEVES) strategy toward reading comprehension of the second year students at MAN Kuok, Kuok district Kampar regency.

3. The Formulation of the problem

Formulation of the problems is formulated in the following questions:

1. How is the students' reading comprehension after being taught by using three phase technique?

2. How is the students' reading comprehension after being taught by using THIEVES strategy?
3. Is there any significant difference of students' reading comprehension improvement between those who are taught by using THIEVES strategy and those who are taught by using three phase technique?

D. The objectives and the significance of the research

1. The objectives of the research

1. To obtain the information about students' reading comprehension in narrative text by using three phase technique.
2. To elicit the data about the students' reading comprehension in narrative text by using THIEVES strategy.
3. To find out the significant differences of students' reading comprehension in narrative text of the second year students at MAN Kuok between those who are taught by using THIEVES strategy and those who are taught by using three phase technique.

2. The significance of the research

1. This research is hopefully contributing to the writer in term of learning to conduct research as a novice researcher.
2. These research findings are also expected to give the positive contribution and information pertaining to the process of teaching and learning English especially in reading comprehension to the students and the teachers of the second years at state MAN Kuok in kuok

3. This research finding is also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.