

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is clearly one of the important skills that should be mastered by the students. As one of the language skills, reading has important value because by reading students can improve their knowledge, experience and get much information from the written materials. Besides, in order to achieve the students' comprehension in reading, students must be able to read meaningfully.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension<sup>1</sup>. Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They already know most of the words in the text. They can also determine the meaning of many of the unfamiliar words from the context. They can use a dictionary effectively to do it. In summary, good readers can extract from the writing what is important for the particular task that they are employed in.

The aim of English learning in senior high school is to achieve the literacy level of information. Informational level is the level of literacy where the students can access their knowledge with the medium of English. Based on the

---

<sup>1</sup> Kalayo Hasibuan. *Teaching English as a Foreign Language ( TEFL )*. (Pekanbaru: Alaf Riau Graha UNRI Press. 2007), p. 114.

School-Based Curriculum, in reading skill, there are two basic competences that should be achieved by the students at the second year of senior high school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of the monolog/essay in the form of recount, narrative and procedure text accurately and fluently. So, one of the genres that should have bigger parts learned by the students is the narrative text.

Narrative text is the stories concerning temporal sequences, situations and events unfolding in time.<sup>2</sup> Moreover, narrative text is the text that explains the series of events and actions that are organized using the time order pattern.<sup>3</sup> The purpose of narrative text is to amuse or to obtain the reader such as folk tales, fable, legend, and so on. Basically, the generic structure of narrative text consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem encountered by the characters. Then resolution is the characters to find the solution of the problem. In reading narrative text, the students are called comprehension that if they can find the main ideas of the text, characters, setting, events, cause and effect of the events.

---

<sup>2</sup> David Herman. *Basic Elements of narrative*. (Singapore: Ho Printing Pte Ltd, 2009), p.1 [Electronic Version]. [Library.nu.com](http://Library.nu.com) (Retrieved on January 3<sup>th</sup>, 2014).

<sup>3</sup> Kathleen T. McWhorter. *Efficient and Flexible Reading*. 3<sup>rd</sup> Ed. (Virginia: Harper Collins Publisher, 1992), p. 262.

Senior High School of Al-Kautsar Islamic Boarding School Pekanbaru is one of the schools that is also applying School-Based Curriculum that the priority of the reading skill with the time allocation had been determined<sup>4</sup>. Reading is taught twice a week with duration of time 45 minutes for one meeting. According to syllabus 2012-2013 at the second grade, the basic competence of reading comprehension refers to capability of students in understanding/ comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such as *report, narrative, spoof, and hortatory exposition*<sup>5</sup>. In this research, the writer only focuses on comprehending the narrative text.

Generally, students' classroom activities in reading subject are still reading the material based on the textbook, finding out the meaning of the difficult words, and answering the question based on the text. In fact, those students' classroom activities above can not help much in improving their reading comprehension, and they make students feel bored. The traditional reading classroom having students to read the material, and answer the question based on the text could not produce a positive out come on their reading

---

<sup>4</sup> KTSP 2010.

<sup>5</sup> Tim Penyusun Syllabus, *Syllabus for Class XI Islamic Senior Boarding School Al-Kautsar Pekanbaru 2011/2012*. Unpublished.

comprehension<sup>6</sup>. It means that by this way, the students have no good comprehension in reading.

The success of teaching reading for Senior High School of Al-Kautsar Islamic Boarding School Pekanbaru is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. In reading subject, the English teachers have used various methods in teaching like; discussion and speech . Moreover, the students were taught by using various methods. But in reality, the results of their English study were still far from expectation of curriculum. Actually, many students who learnt English were interested in reading text. However, some of them students could not understand about the content of reading text and identify the detailed information of the text. They could not also answer the questions given after reading a text. Finally, they were not able to get Minimum Learning Achievement (KKM) that is 65. Therefore, those problems were very important to find out the solution, because it had relationship to their success particularly in learning reading as one of the language skills.

Furthermore, based on the writer's preliminary study at the Second Year Students At Islamic Senior Boarding School Al- Kautsar Pekanbaru on January 2014, the writer found out some problems that were faced by the students in

---

<sup>6</sup> Yulianti. "Comparative Study between Critical Reading and Traditional Reading Technique at SMUN 1 Bangkinang, Riau University. 2003. p.9.

learning English especially in reading skill. It can be seen from the phenomena as follows :

1. Some of the students were not able to identify the main idea of the narrative text
2. Some of the students were not able to identify the meaning of vocabulary in narrative text
3. Some of the students were not able to identify information in narrative text.
4. Some of the students were not able to identify the word reference in narrative text
5. Some of the students were not able to identify the generic structure of a narrative text.

To improve the students' reading comprehension, the teacher needs to choose appropriate strategy helping them as solution for their problems. There are actually many methods and strategies that can be used by the teachers in teaching reading, one of them is Coop – Dis – Q Strategy. It is a strategy that incorporates three different strategies into one strategy where each strategy supporting and enhancing the effectiveness of the other while increasing reading comprehension.<sup>7</sup>

---

<sup>7</sup> William N. Bender and Martha J. Larkin, *Reading Strategies for Elementary Students with Learning Difficulties.* (California : Thousands Oaks, 2009), p. 178.

Based on the explanations above, the writer was interested in carrying out a research entitled “ THE EFFECT OF USING COOP – DIS – Q STRATEGY ON READING COMPREHENSION OF NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT ISLAMIC SENIOR BOARDING SCHOOL AL- KAUTSAR PEKANBARU”.

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

In order to avoid misunderstanding and misinterpretation about some terms used in the research, the writer defines them as follows:

### 1. Effect

Effect is a change produced by an action or a cause a resulting, an outcome<sup>8</sup>.

Effect also as an influence that is appeared by something toward something else. In this research, effect is defined as the writer’s identification of the result whether teaching English treated by using Coop – Dis – Q strategy can give contribution toward students reading comprehension or not.

### 2. Strategy

Strategy is under the learner’s conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.<sup>9</sup> Thus, strategy is about students perform a few steps in learning process.

---

<sup>8</sup> Hornby. *Oxford Advanced Learner’s Dictionary*. (New York: Oxford University Press, 2000), p. 422.

<sup>9</sup> Antony, E. M. Approach, method, technique. *English Language Teaching*, 17 (1963), p. 90

### 3. Coop – Dis – Q Strategy

Coop – Dis – Q strategy is a strategy that incorporates three different strategies into one strategy where each strategy supporting and enhancing the effectiveness of the other while increasing reading comprehension. By combining these three strategies, it will be beneficial for the readers by working with others to make meaning of a reading. It emphasizes the importance of the sharing, and that two or more heads can be better than one.

10

### 4. Reading comprehension

According to Richards, reading is perceiving a written text in order to understand its contents<sup>11</sup>. In addition, according to Sharon comprehension is the active process of constructing meaning from text<sup>12</sup>. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and meaning of the texts.

### 5. Narrative text

Narrative has certain elements in common. They are unfold over time, have characters that display some type of emotion and center on events more than

---

<sup>10</sup> William N. Bender and Martha J. Larkin, *Op.cit.*, p. 178.

<sup>11</sup> Jack C. Richards, et.al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York : Longman Group, 1992), p. 306.

<sup>12</sup> Sharon Vaughn. *Research-Based Methods of Reading Instruction*. (Alexandria, Virginia : Association for Supervision and Curriculum Development, 2004), p.98

ideas<sup>13</sup>. This statement emphasizes that narrative text is the text that is built up by series of events that happened to characters in past time.

## **C. The Problem**

### **1. Identification of the problem**

Based on the background above, thus the problems of this research are identified as follows:

1. Why were some of the students unable to identify main idea of narrative text?
2. Why were some of the students unable to identify the meaning of vocabulary in narrative text?
3. Why were some of the students unable to identify the information from narrative text?
4. Why were some of the students unable to identify the word references in narrative text?
5. Why were some of the students unable to identify the generic structure of narrative text?

---

<sup>13</sup> M.Syafii, at al. *The Effect of Paragraph Developments: the process of Writing for Classroom Setting*. (Pekanbaru: LBSI, 2007), p. 55.



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

Based on the limitation of the problems, it was found that there were so many problems. So the writer limited the problems on strategies used by the teacher which did not optimize the students reading comprehension. Therefore, the writer tries to use a new strategy, that is Coop – Dis – Q strategy which could help the students to comprehend the reading text and to find out the effect of using Coop – Dis – Q strategy on reading comprehension of narrative text of the second year students at Islamic Senior Boarding School Al- Kaustar Pekanbaru. In this research, the writer only focused on comprehending the narrative text.

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

Based on the background of the study, the writer formulates the problems in the following questions:

1. How is students' reading comprehension of narrative text taught by using Coop – Dis - Q strategy of the second year student at Islamic Senior Boarding School Al- Kaustar Pekanbaru?
2. How is students' reading comprehension of narrative text taught by using conventional strategy of the second year student at Islamic Senior Boarding School Al- Kaustar Pekanbaru?
3. Is there any significant difference of result between using and without using Coop – Dis - Q strategy on reading comprehension of narrative text

of the second year students at Islamic Senior Boarding School Al-Kaustar Pekanbaru?

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

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

1. To find out students' reading comprehension of narrative text taught by using Coop – Dis - Q strategy of the second year student at Islamic Senior Boarding School Al- Kaustar Pekanbaru
2. To find out students' reading comprehension of narrative text taught by using conventional strategy of the second year student at Islamic Senior Boarding School Al- Kaustar Pekanbaru
3. To find out whether or not there is a significant difference of result between using or without using Coop – Dis - Q strategy on reading comprehension of narrative text of the second year students at Islamic Senior Boarding School Al- Kaustar Pekanbaru

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

Related to the objectives of the research above, the significances of the research are as follows:

- a. To fulfill one of the requirements for the writer to complete his undergraduate Study Program (S1) of English Education Department and Teacher Training Faculty of UIN SUSKA Riau Pekanbaru.
- b. The research findings are to give information to the teachers about the effect of using Coop – Dis – Q strategy to improve the students' reading comprehension.
- c. To develop and enrich the writer's knowledge in term of reading ability and teaching English.