

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Reading is one of the language skills that is very important. to get information and pleasure or interest. It is a complex skill requiring many things including specification, ability, and certain skill. Because not all people can understand what they read, this is included the students who learn English. They just read sentences without understanding appropriately dealing with what they have read.

Reading comprehension means perceiving a written text in order to understand its contexts. This can be done silently.<sup>1</sup> Moreover, reading comprehension is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and they need more attention from the reader in order that they get exact or close meaning of the texts as well.<sup>2</sup> Reading comprehension is reading for understanding texts, either started or implied message from the reading material. it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading is also the way to interact with the researcher from a book or text.

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<sup>1</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1992), p. 302.

<sup>2</sup>Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 104.

Theoretically, to become a good reader needs some strategies or methods in reading. The strategies and methods in reading are process used by the readers to enhance reading comprehension and overcome comprehension failures. If the readers do not have the strategies and methods in reading, they will be difficult to understand, to make sense, to what they read, to conceive a task, and they will spend much time to comprehend the text.

Based on the researcher's observation, and English teacher's information, English is taught at SMAN 12 Pekanbaru by implementing school based Curriculum KTSP. In the curriculum, at the semester two of the second year, English is taught 2 meetings x 45 minutes a week. Standard competence of reading is understands the meaning of short functional written text and simple short essay such as descriptive, narrative and recount text that relates to around environment. While in the standard competence, there are three kinds of base competence. They are reading aloud functional and simple short essay such as descriptive, narrative and recount text by accepting utterance, pressure, and intonation related to around environment. Next, they are responding the meaning of simple short essay accurately and accepting relate to around environment. Moreover, responding the meaning and rhetoric of simple essay accurately, fluently and accepting that relate to around environment such as descriptive text and narrative text.<sup>3</sup>

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<sup>3</sup>Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMA/MA*, (Pekanbaru: Dikpora, 2006).

According to syllabus above, it is clear that the students must have ability to understand and to comprehend the reading text. Based on the preliminary study at SMAN 12 Pekanbaru, most of them still faced some problems and difficulties in reading narrative text. It made them unable to reach the curriculum target of English minimum score (70). It was caused by several factors, such as lack vocabulary, finding information, getting meaning, low motivation, comprehension, and teacher strategy.

Furthermore, in teaching reading, English teacher at SMAN 12 Pekanbaru usually used reading aloud. Reading aloud is the as same as word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen.<sup>4</sup> Beside that, English teacher also taught reading individually. It means that the teacher gave the students texts, and the teacher asked the students to understand and answer the questions based on the text.

By implementing good methods, techniques and strategies students are expected to be able to understand the texts. But in fact, there were some symphoms found, in this schoool as follows:

1. Some of the students got difficulties to obtain the main idea of the reading text especially in narrative text.

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<sup>4</sup> Abromitis, Barbara. *Read Aloud Strategies for K-6 Classrooms the Benefits and Uses of Oral Reading with Elementary Students*. in <http://www.suite101.com/content/read-aloud-strategies-for-k6-classrooms-a89193>. 21 April. 2009.

2. Some of the students got difficulties to distinguish the factual information from the narrative text.
3. Some of the students were not able to identify word reference from the narrative text.
4. Some of the students were not able to identify characters of narrative text.
5. Some of the students were not able to identify conflict and climax of narrative text.
6. Some of the students were not able to know theme in narrative texts.
7. Some of the students were not able to identify setting of narrative text.
8. Some of the students were not able to identify plot and dialogue of narrative text.
9. Some of the students were not able to identify moral value of narrative text.

If the problems above were not solved, they would influence not only students' score, but also they create the teachers' problems in teaching English especially reading. One strategy used to improve the students' problems in reading comprehension was Give One Get One Strategy. Tolbert defines this strategy which provides a great review and enables students to gather information from each other. The students are not only silent in the class, but also they are sharing ideas to get information.<sup>5</sup> On the other word, they way how to get the meaning of the text can be

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<sup>5</sup>Louise Tolbert, 1997. *Strategy Bank*. Retrieved on 1 April 2008 from [\\_http://www.wacona.com/digicam/digicam.html](http://www.wacona.com/digicam/digicam.html). Page 3

taught interestingly since students can see and learn it in practicing not only more in theory. Finally and hopefully, teaching reading can be successful.

In relation to the explanation above, the researcher was very interested in carrying out a research entitled: **“The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension in Narrative Text of the Second Year at SMAN 12 Pekanbaru”**.

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

1. The effect means a change caused by something.<sup>6</sup> In this research, the effect means the result of using Give One Get One Strategy On reading comprehension of the second year at SMAN 12 Pekanbaru.
2. Give One Get One Strategy is a reading strategy used to initiate physical movement to promote students to think divergently and to find many ideas quickly. As this theory states, proficient readers are able to activate prior knowledge to integrate new linguistic data in the comprehension process.<sup>7</sup> In this research, Give One Get One Strategy means a strategy that is used to improve students’ reading comprehension especially on narrative texts.

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<sup>6</sup>Manser, H. Martin, *Oxford Learner’s Pocket Dictionary*. (Oxford: Oxford University Press, 1995). p. 134.

<sup>7</sup>Commander Judy, *effective Teaching Strategies and Tools, Strategies and Tools*, (New York, Clayton County Public Schools, 1997). P. 4

3. Reading Comprehension is essentially the ability to understand what has been read.<sup>8</sup> In this research, reading comprehension means the students' ability to understand narrative text.

### **C. The Identification of the Problem**

Based on the background of the problems above, there some might be caused by the students them self, the English teacher and strategies, they are as follows :

1. Why did the students get difficult to obtain the main idea of the reading text especially in narrative text?,
2. What did make the students difficult to infer the meaning of unknown word?,
3. Why were the students unable to identify what kind of text especially in narrative text?,
4. What did the students get difficulties to distinguish the factual information from the narrative text?,
5. What did make the students unable to identify word reference from the narrative text?

### **D. The Limitation of the Problem**

To avoid misunderstanding in this research, in considering of limited time, energy and found. The researcher limited the students' problems to comprehend narrative text by using Give One Get One strategy on students' reading

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<sup>8</sup> Zimmerman, Jennifer, *Definition of Reading Comprehension*, from: ([http://www.ehow.co.uk/about\\_6593485\\_definition-reading-comprehension.html](http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html), 2010).

comprehension in narrative text of the second year at SMAN 12 Pekanbaru. Furthermore : some of the students were not able to identify characters of narrative text, some of the students were not able to identify conflict and climax of narrative text, some of the students were not able to know theme in narrative texts, some of the students were not able to identify plot and dialogue of narrative text, some of the students were not able to identify moral value of narrative text.

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

Dealing with the limitation of the problems above, the researcher formulated of problems as in the following questions :

1. How is the students' ability in reading comprehension on narrative text taught without using Give One Get One Strategy of the second year students at SMAN 12 Pekanbaru?
2. How is the students' ability in reading comprehension on narrative text taught by using Give One Get One Strategy of the second year students at SMAN 12 Pekanbaru?
3. Is there a significant difference between students ability effect of using Give One Get One Strategy on students' reading comprehension on narrative text of the second year students at SMAN 12 Pekanbaru?

### **F. The Reason of Choosing the Title**

1. The title is very interesting because it relates to the problems faced by students. It needs to find out the solution, thus, the students can be successful in learning English especially in reading narrative texts.
2. Through this research, the researcher would like to know the reading comprehension in narrative text of the second year Students at SMAN 12 Pekanbaru by using Give One Get One Strategy.
3. This topic is not researched yet by the other researcher.

The topic is relevant to the researcher as one of the students of the English Education Department of UIN SUSKA Pekanbaru Riau.

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

1. To find out the students' reading comprehension in narrative text taught by using Give One Get One Strategy of the second year Students at SMAN 12 Pekanbaru.
2. To find out the students' reading comprehension in narrative text without taught by using Give One Get One Strategy (conventional strategy) of the second year students at SMAN 12 Pekanbaru.
3. To find out significant difference between students ability who were taught using Give One Get One Strategy and these students who were taught using Give One Get One Strategy (conventional strategy) of the second year students at SMAN 12 Pekanbaru.