

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skills in learning English. It is one of the subjects to get information and knowledge about everything that readers need from written form. Reading is very important, and it is one of the four language skills that should be mastered by the student at all level grade. According to Kalayo, “Reading is an activity with a purpose. A person may read in order to get information or verify existing knowledge or in order to criticize a researcher’s ideas or writing style”.¹It means that reading is an activity to get what writer wrote which means by comprehending it.

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly, students have to read English materials for their own special subject. Besides, reading activity is also needed to support their studies. Thus, the readers are expected to be able to identify and comprehend a text which is read especially for the students in order to improve their comprehension in reading.

Based on School-Based Curriculum (SBC) of Senior High School, students are required to be able to comprehend short functional text and essay

¹Hasibuan, Kalayo and Ansyari, Fauzan .*TeachingEnglish as Foreign Language*. (Pekanbaru: Alaf Riau GrahaUnri Press. 2007). p. 68

in genres: narrative, descriptive, recount, report, exposition, etc which are usefull for communication purpose. Besides, students are also required to be able to show of the rhetorical procedure of the essays by using written form accurately which are useful for communication purpose.² Since students are always taught by teacher with English text through genre, they must know types of them and automatically they must to be able to comprehend all of them.

Reading is one of the skills that must be taught and learned by the students in the school. Based on the Senior High School Muhammadiyah 1 Pekanbaru, English taught twice a week with duration 90 minutes for 2 hours teaching and learning process. The Minimum Passing Score (MPS) for reading in Senior High School Muhammadiyah 1 Pekanbaru is 70.³ The indicators of reading mention that the students should be able to identify the meaning of factual information of the texts (such as: *main idea*, *supporting ideas* and *supporting detail*), and apply them in graph/table form. Students also should be able to identify the rhetorical procedures of the texts.

Based on the researcher's interview and information from the English teacher of the school, the teacher has used some strategies in teaching and explained the material about the text at this school. Such as: the teacher explained the material to the students and asked them to discuss it in pairs (Group Paired Discussion), the teacher gave one text based on the topic of material and let students to create their imagination by using graphic organizer

²School-Based Curriculum. *Syllabus at the tenth grade of SMA Muhammadiyah 1 Pekanbaru*. (Pekanbaru : Unpublished. 2014). p.3

³ Ibid

(Reading Graphic Organizer), the teacher used a song to present a material to stimulate students' motivation in learning (Song as Media).

From the explanation above, ideally the students of Senior High School Muhammadiyah 1 Pekanbaru should be able to understand the topic of reading well. Contrary to the fact, the researcher found students still had problem in reading comprehension.

Based on the researcher's analysis of students' pre-test score that has given in the first meeting. The researcher found some problems that indicated students' reading comprehension. Generally, it can be seen from the problems. First is that they did not know how to identify the main idea of the text. Second is that they were not able to identify the meaning of vocabulary in the text. Third is that the materials have been explained by giving example of narrative text, however the students still did not understand. Fourth is that they were not able to identify information from the text. Fifth is that they were not able to identify the word reference in the text. Sixth is that they were not able to identify the generic structure of the text. Seventh is that they were not able to identify moral value of the text

Based on the problems above, the researcher assumes that some of the students still have difficulties in reading narrative text. To improve students' comprehension in reading narrative text needs an appropriate strategy, technique or even activity that can help them as a solution. To solve those conditions, the researcher tries to offer one teaching strategy for teaching reading, called Reading Guide-O-Rama Metacognitive strategy. Through the

Reading Guide-O-Rama Metacognitive strategy, teacher is able to give “expert” guidance to students as to the most productive way to read and think a specific content reading assignment⁴. It means that by using this strategy in teaching learning; when students read the texts assignment, teacher will let them be more productive, autonomous and active to find the specific and purpose of the text.

Finally, researcher is interested in conducting the research entitled “The Effect of Using Reading Guide-O-Rama Metacognitive Strategy on the Students’ Reading Comprehension at the Senior High School Muhammadiyah 1 Pekanbaru”.

B. The Problems of the Research

1. The Identification of the Problem

Some problem can be identified in this study, as follow:

- a. Why did the students not know how to identify the main idea of the text?
- b. Why were the students not able to identify the meaning of vocabulary in the text?
- c. Why did the students still not understand the materials that have been explained by giving the example of the text?
- d. Why were the students not able to identify information from the text?
- e. Why were the students not able to identify the word reference in the text?
- f. Why were the students not able to identify the generic structure of the text?

⁴ Margaret Bouchard. *Comprehension Strategies for English Language Learners*. (New York: Scholastic Inc. 2005). p 44

- g. Why were the students not able to identify the moral value of the text?
- h. Is there any significant effect of using Reading Guide-O-Rama Metacognitive strategy on the students' reading comprehension at the Senior High School Muhammadiyah 1 Pekanbaru?

2. The Limitation of the Problem

Based on the identification of the problems stated above, considering the weaknesses that the researcher has, thus, the researcher limits the problems of her research on the student's reading comprehension and Reading Guide-O-Rama Metacognitive Strategy. The researcher wants to know if there is a significant effect of using Reading Guide-O-Rama metacognitive strategy on the tenth grade students' comprehension in reading narrative text. The experiment is conducted to know the effect of this strategy followed by some tests to measure the change of their ability to comprehend narrative text.

3. The Formulation of the Research Question

Based on the problems limited above, this research questions are formulated:

- a. How is the students' reading comprehension taught by using Reading Guide-O-Rama Metacognitive strategy of the tenth grade at Senior High School Muhammadiyah1 Pekanbaru?
- b. How is the students' reading comprehension taught without using Reading Guide-O-Rama Metacognitive strategy of the tenth grade at Senior High School Muhammadiyah1 Pekanbaru?

- c. Is there significant effect of using Reading Guide-O-Rama Metacognitive strategy on the students' reading comprehension of the tenth grade at Senior High School Muhammadiyah 1 Pekanbaru?

C. The Objective and the Significance of the Research

1. The Objectives of the Research

Based on the formulation of the problem, the objectives of the research are:

- a. To find out the data about the students' reading comprehension taught by using Reading Guide-O-Rama Metacognitive strategy at the tenth grade students of Senior High School Muhammadiyah 1 Pekanbaru?
- b. To find out the data about the students' reading comprehension taught without using Reading Guide-O-Rama Metacognitive strategy at the tenth grade students of Senior High School Muhammadiyah 1 Pekanbaru?
- c. To find out the data about the significant effect of using Reading Guide-O-Rama Metacognitive strategy on reading comprehension of the tenth grade students at Senior High School Muhammadiyah 1 Pekanbaru?

2. The Significance of the Research

- a. This research is expected to help the process of teaching metacognitive strategy on students learning English at Senior High School Muhammadiyah 1 Pekanbaru, especially for the tenth grade students' reading comprehension
- b. This research is expected to provide the readers, teachers, and learners the information about Reading Guide-O-Rama Metacognitive strategy and reading comprehension on English Education.

D. The Reason for Choosing the Title

The researcher is interested in conducting this research because of some reasons:

1. The researcher wants to carry out this research to know the effect of using Reading Guide-O-Rama Metacognitive strategy on the students' reading comprehension of the tenth grade at Senior High School Muhammadiyah 1 Pekanbaru
2. As far as the researcher is concerned, this research title has never been investigated by any researcher.
3. This research is relevant to her status as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

E. Definition of Terms

In order to avoid misunderstanding and misinterpreting about the terms used in this research, the researcher provides the definition of the following terms:

1. Reading Guide-O-Rama Metacognitive strategy

Reading Guide-O-Rama Metacognitive strategy is a guide strategy to provide teacher with an opportunity to give students an idea of how to obtain information through text.⁵ So in this research the term of Reading Guide-O-Rama Metacognitive strategy refers to the activity that is done by

⁵ Margaret Bouchard. *Ibid*

teacher in increasing students' reading comprehension of eleventh grade at Senior High School Muhammadiyah 1 Pekanbaru

2. Reading Comprehension

Reading comprehension is multi component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text it self (interest in text, understanding of text type)⁶. In this research, reading comprehension is that students' comprehension about narrative text at the tenth grade of the Senior High School Muhammadiyah 1 Pekanbaru.

⁶Janet K. Klinger. et al. *Teaching Reading Comprehension to students with Learning Difficulties*.(New York: The Guilford Press. 2007)