

CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is very important for the students. It is a basic life skill. It will help the students in their study, so they will be successful in school. Teaching English consists of four skills that must be learnt by students, they are speaking, listening, writing and also reading. In this case, the writer will do a research in reading skill. Reading is a process of getting information from written words. Reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.¹ William said that reading is a ability to draw meaning from the printed page and interpret this information appropriately.² The purpose of teaching reading is that the students improve their ability about reading text, to get information and to understand about text.

In learning English, the purpose of teaching reading is to make students able to comprehend the meaning of the text.³ To comprehend the text, students are able to manage every part of the text, because it is easy to gain the comprehension. At this school, there are many students who still have difficulty to understand about text, they are not only difficult to

¹ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (New Jersey: Heinle & Heinle,2001), P. 187

² William Grabe and fredricka L. Stoller, *Teaching and Researching Reading* , (New York: Taylor & Francis Group,2011), P. 3

³*ibid*, p.187

understand about the text but also they must be able to comprehend the meaning of the text. Reading Comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.⁴ Then, Snow said “reading comprehension is defined as the process of simultaneously extracting meaning through interaction and involvement with written language”.⁵ Comprehension is an active process. In order to support students’ need in reading comprehension skill, school based curriculum KTSP as the newest curriculum provides this subject.⁶ The curriculum is applied by senior high school 3 Tapung Kampar as its guidance in teaching and learning process. In senior high school 3 Tapung Kampar, reading is taught to all grades, from the first until the third grade through kinds of discourse texts, such as article, descriptive text, narrative text, and many others provided by textbook.

At the curriculum, all teaching strategies are similar in their universal commitment to purpose and response, including teaching learning process in senior high school 3 Tapung Kampar. Based on writer’s preliminary research, reading activities in class were expected to help students to improve their reading skills. Therefore, the students had opportunity to use English by themselves. In senior high school 3 Tapung Kampar, the teachers taught more often by using Three Phase Technique in reading, then students answered questions from a text or filled in the blanks on questions about the text. After that teachers gave the students

⁴ Gary Woolley, *Reading Comprehension: Assisting Children With Learning Difficulties*, (London: Springer Science+Business Media,2011), P. 15

⁵ Catherine Snow, *Reading For Understanding Toward and R&D Program in reading comprehension*, (Arlington: Rand Reading Study Group, 2002), p. 11

⁶ Department Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan(KTSP) SMA dan MA*, (Solo:PT.Tiga Serangkai.2006)p.15

the correct answers to questions. And then, some of the students did not know how to read meaningfully. They did not learn the process of reading. In spite of this, some of them got low scores in reading comprehension. They read the text as if it is consisted of discrete elements. Students did not interact with the passage they read, even they could not build relationship between the terms in the text to build up the meaning, and then to lead themselves toward reading comprehension. Finally, they were not able to get passing grade that is 70.

Based on preliminary research at State Senior High School 3 Tapung Kampar, the writer found some problems as follows:

1. Some of the students are not able to comprehend the content of Hortatory Exposition text.
2. Some of the students are not able to identify the topic of Hortatory Exposition text.
3. Some of the students are not able to identify specific information in reading text.
4. Some of the students are not able to make inference from the reading text.

Based on the description above, in teaching reading, teacher needs strategy to make students comprehend about content text. To anticipate this situation, the teacher should refurbish the strategy to be more appropriate one in teaching reading, in order that the students are able to comprehend texts that are given by the teacher. In this research, the researcher offers one strategy in reading comprehension namely Common

(and Uncommon) Denominator Strategy. According to Allen⁷ the Common (and Uncommon) Denominators Strategy is an instructional tool that supports close reading of paired texts. Students are provided with two articles, pictures, or other sources of information. They are then instructed to read the texts and find all the areas where the two text have common elements. The emphasis is on finding as many element as possible rather than one common denominator. Common (and uncommon) denominator expands this tool by giving students the opportunity to examine the unique information in each writing as well as the commonalities. This Strategy can be used in teaching and learning process toward reading comprehension.

Based on the explanation and symptoms above, the writer is interested in conducting a research entitled **“The Effect of Using Common (and Uncommon) Denominators Strategy on Students’ Reading Comprehension at Senior High School 3 Tapung Kampar”**.

⁷ Janet Allen. *More Tools for Teaching Content Literacy*, (United States of America: Stenhouse Publishers, 2008), P. 13

B. The Definition Of Terms

The writer uses some specific terms in this study. In order to avoid misunderstanding, the writer provides the definitions of all terms used in this study as follows:

1. Effect

Effect is change that somebody or something causes in somebody or something else⁸. In this research, effect is an ability that can change caused by something. Writer wants to know the effect or using Common (and Uncommon) Denominators strategy on Reading comprehension of the students’.

2. Common (and Uncommon) Denominators

The common (and uncommon) denominators strategy is an instructional tool that supports close reading of paired texts. Students are provided with two articles, pictures, or other sources of information.⁹ In this Research, Common (and Uncommon) Denominators strategy is strategy that is be used to know its effect on reading comprehension in Hortatory Exposition text.

3. Reading Comprehension

Reading Comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is

⁸ Manser & Martin. H. *Oxford Learners Pocket Dictionary, third edition*. (oxford : oxford University Press,2000), P. 138

⁹ *Ibid*, Janet Allen , P.13

described in the text rather than to obtain meaning from isolated words or sentences.¹⁰

In this research, reading comprehension is focused on understanding Hortatory Exposition text of the eleventh grade students' at Senior High School 3 Tapung Kampar.

C. The Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems in term of comprehending text.

1. Identification of the problem

Based on the problem depicted in the background of the problem, the problems are identified as follows:

- a. What makes some of the students unable to comprehend the content of the Hortatory Exposition text?
- b. Why are some of the students unable to identify the topic of Hortatory Exposition text?
- c. What makes some of the students unable to identify specific information in reading text?
- d. Why are some of the students unable to make inference from reading text?

2. Limitation of the Problem

Based on the identification of the problem, it is clear that there are many problems in this research. The writer limits the research to the effect

¹⁰ *Ibid*, Gary Woolley, P.15

of using Common (and Uncommon) Denominators Strategy on students' reading comprehension in Hortatory Exposition text of the eleventh grade at Senior High School 3 Tapung Kampar.

3. Formulation of the Problem

Based on the problems limited above, the problems are formulated in the following research question as follows:

- a. How is the students' reading comprehension in hortatory exposition text taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar?
- b. How is the students' reading comprehension in hortatory exposition text taught by using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar?
- c. Is there any significant difference between students' reading comprehension who are taught by using Common (and Uncommon) Denominators Strategy and those who are taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar in Hortatory Exposition text?

D. The Objective and the Significant of The Research

1. The Objective of the Research

The writer carries out this research for several objectives as stated below:

- a. To find out the information about students' reading comprehension in hortatory exposition text taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar.
- b. To find out the information about students' reading comprehension in hortatory exposition text taught by using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar.
- c. To find out whether there is significant difference between students' reading comprehension who are taught by using Common (and Uncommon) Denominators Strategy and those who are taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar in Hortatory Exposition text.

2. The Significance of The Research

These research activities are significantly carried out for the following needs:

- a. To give some contribution to the students in order to improve students' reading comprehension.
- b. To enhance the researcher's knowledge about teaching reading by using Common (and Uncommon) Denominators strategy.
- c. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.