

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has two meanings in the field of language teaching and learning. It is an activity as well as a skill. As a skill, reading depends more on students mastery of vocabulary, grammar, sentence structure, and how to comprehend the text. It plays an important role in promoting and educating the nation because of the knowledge of students will increase. Considering the importance of reading, Shoebottom states that “a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader”¹.

As an activity, reading has a specific purpose. The main objective of reading is to comprehend the meaning of reading texts. Vaughn and Thompson say “comprehension is the active process of constructing meaning from text”². In English teaching and learning process in all educational level of Indonesian school, reading skill should be mastered by all students as well as the students of SMAN 2 Bangkinang. As one of the formal schools, the school also provides English to students. Based on School-Based Curriculum

¹Paul Shoebottom. *The Importance of Reading*. Retrieved on March 30th 2011. <http://esl.fis.edu/parents/advice/read.htm>.

²Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Methods of Reading Instruction Grades K-3*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development. 2004. p. 98.

on 2006 (KTSP), the purpose of English learning for SMA, especially the skill of reading is:

*“Reading: Comprehend the written text in form of interpersonal and transactional, formal of informal, in the kinds of *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking* for academic, popular literature and simple text in the daily life”³.*

Based on the quotation above, it is clear that reading skills need a lot of aspects that must be mastered by students. In this research, the writer focuses on narrative text. The passing score (KKM) of English subject in SMAN 2 Bangkinang is 70. Based on the curriculum for State Senior High School, the four English Skills are not separated in the teaching and learning process. However, the writer only needs to measure one skill of the four skills of English, so this research will be conducted as intracurricular.

Based on writer preliminary study at SMAN 2 Bangkinang, the teacher taught English by using conventional technique. Firstly, the teacher gave some keywords about a text to the students. Secondly, the teacher asked them to read the text and lastly summarized it. Based on description above, reading has been taught maximally. It is hoped that students would be able to comprehend the text. In fact, some of student still face serious problems and difficulties in reading. Their reading skills are still low. It can be seen from the following phenomena:

1. Some of the students do not understand what they read.
2. Some of the students are not able to answer the question.

³Depdiknas. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta. 2006. p.32.

3. Some of the students do not understand the inferences.
4. Some of the students have lack of vocabulary mastery.
5. Some of the students do not understand the sentence structure.
6. Some of students do not understand about grammar.

To improve the students' reading comprehension of text, it needs an appropriate strategy or technique to help them solving their problems in reading. Strategy is intended to achieve a particular purpose. Technique is a way of doing something by using special knowledge or skill. Based on Harmer, method is the practical realisation an approach.⁴ There is a strategy that can be used to improve students' comprehension in reading, it is called "TELLS" strategy. This strategy is good for comprehending the text, especially for Narrative. It is corrected by Idol-Maestas "...TELLS for guiding students' probing while reading a story"⁵ and the steps of this strategy are:

"TELLS is an acronym that prompts students to follow a series of steps:

- T: study story titles.
- E: examine and skim pages for clues.
- L: look for important words.
- L: look for difficult words.
- S: think about the story settings "⁶.

⁴Jeremy Harmer. *How To Teach English: An Introduction To The Practice Of Language Teaching*. England: Longman. 1998. p. 78.

⁵Idol-Maestas, in Harris, Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. USA: A Division of Guilford Publications, Inc. 2007. p. 85.

⁶Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. USA: A Division of Guilford Publications, Inc. 2007. p. 85.

Based on the phenomena, the writer feels interested in carrying a research entitled : **“THE EFFECT OF USING TELLS STRATEGY ON STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT AT THE SECOND YEAR OF SMAN 2 BANGKINANG KAMPAR REGENCY”**.

B. The Problems

1. Identification of the Problem

Based on the problems explained above, the writer can notice apparently that some of students still faced difficulties in learning English, especially in reading comprehension. To make this research clear, the writer is going to identify the problems as follows:

1. Why do some of the students not understand what they read?
2. Why some of the students are not able to answer the question?
3. Why do some of the students not understand the inferences?
4. Why do some of students have lack of vocabulary mastery?
5. Why do some of the students do not understand the sentence structure?
6. Why do some of the students do not understand about grammar ?

2. Limitation of the Problem

According to identification of the problems above, it can be known clearly that there are many problems that ought to be investigated.

Because of limitation of times, finance, and the writer's ability this research is limited to the effect of using TELLs Strategy in improving students' reading comprehension.

3. Formulation of the Problem

1. How is students' reading comprehension taught by using TELLs strategy at SMAN 2 Bangkinang?
2. How is students' reading comprehension taught by using Conventional strategy at SMAN 2 Bangkinang?
3. Is there any significant effect of students' reading comprehension between those students who are taught by using TELLs strategy and those students who are taught by using Conventional strategy at the second year students of SMAN 2 bangkinang?

C. The Objective and Significance of the Research

1. Objectives of the Research

1. To find out the level of reading comprehension at the second year students of SMAN 2 Bangkinang taught by using TELLs strategy.
2. To find out the level of reading comprehension at the second year students of SMAN 2 Bangkinang taught by using Conventional strategy.
3. To find out the significant effect of students' reading comprehension between those students who are taught by using TELLs strategy and

those students who are taught by using Conventional strategy at the second year students of SMAN 2 Bangkinang.

2. Significant of the Research

1. These research findings are expected to give the positive contributions to both teachers and students related to the process of teaching reading skill at the second year students of SMAN 2 Bangkinang.
2. These research findings are also expected to contribute the development of reading as a whole especially the effectiveness of TELLs Strategy.

D. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about the topic of the research, it is necessary for the writer to define the following terms:

1. TELLs strategy

TELLs is an acronym that prompts students to follow a series of steps. The first step is The students study the story (T) Titles. The next step is the students (E) Examine and skim pages for clues. Next, the students (L) Look for important words. After that, the students (L) Look

for difficult words. And the last think about the story (S) settings⁷. In this research TELLS Strategy is used to improve students reading comprehension.

2. Reading Comprehension

Reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know or grasp ideas with the mind⁸. In this research, it refers to students comprehension on Narrative text.

3. Narrative Text

Narrative is a text type we use when we want to entertain⁹. Its purpose is either to entertain the reader. General structure of Narrative text are Orientation, Complication, and Resolution¹⁰.

⁷ Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. USA: A Division of Guilford Publications, Inc. 2007. p. 85.

⁸Danny Brassell and Rasinski, Timothy. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell Education. 2008. p. 15-16.

⁹Impact Alower Secondary Guide English in Focus. Pearson Sducation Asia Pte Ltd: Singapore. 2002. p. 1

¹⁰<http://id.scribd.com/doc/28691220/Definition-of-Narrative>. Retrived on Mey 4th 2013