

CHAPTER I

INTRODUCTION

A. The Background of the problem

English is very important for all of the students in the world. According to Kalayo Hasibuan, on epistemic level, learners are able to access knowledge with the medium of English language.¹ In English there are four skills; Speaking, Writing, Listening and Reading. The four skills of English have big influence in teaching and learning process of English. Reading is one of the language skills in English, reading is very important for all students that learn about English.

Reading is one of the activities that should be done by English students. Therefore, English students should master the reading skill. There are many ways that can be used to increase our reading skills. In reading, students should understand how to find the meaning of the text, find the topic of the text, find the main ideas of the text, find specific fact, and find the supporting ideas of the text. Briefly, the students should understand how to read well and improve their reading skill. In English, Reading is categorized into some kinds. One of the categories of reading is Reading Comprehension.

¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*, Alaf Riau Graha UNRI Press, Jakarta, 2007. P.2

According to Snow, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.² The reader also needs to understand about the materials that they read because it is one of purposes of reading activity. Kendeou, et al in Danielle S stated that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.³

State Senior High School 1 Kundur is one educational institution in Karimun Regency that used School-Based Curriculum (KTSP) in the process of teaching and learning English. English subject is taught based on KTSP Curriculum. Reading is a good thing in life because it is a factor of great importance in the individually development and the most important activity in school. The basic competence stated in the syllabus for the second grade is that students will be able to comprehend the information of genre of text, such as narrative, spoof, hortatory exposition⁴. However, Narrative text is the stories that concern temporal sequences, situations and event unfolding in time. The purpose of narrative text is to amuse or to obtain the reader such as folk tales, fable, and legend and so on.

² Catherine Snow, *Reading For Understanding Toward And R&D Program In Reading Comprehension*, (Arlington: Rand Reading Study Group, 2002), p. 11

³Danielle S. McNamara, *Reading Comprehension Strategies:Theories, Interventions, and Technologies*, (Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc, 2007), p.28

⁴Selamat Rijadin, *Silabus Bahasa Inggris. Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA N 1 Kundur 2013 – 2014*. Tanjungbatu: Unpublished, 2013

Based on the researcher's observation at state senior high school 1 kundur, the teacher taught reading by using conventional way. For Example teacher asked the students to read the text and then asked them to answer the question in student worksheet. Most of the students were able to read it but they did not know about what the text tells about. They were still not able to get the information related to the text.

Ideally, what has been taught to the students on reading as mentioned above makes them understand and gets easy to comprehend the English text. But in the real activities of the students, most of the students stated that reading subject was only to read the text, without understanding the meaning of the text. The students still had some difficulties to get the information from reading text. Based on researchers' preliminaries study and observation, the problems can be seen into the following symptoms:

1. Some of the students do not understand about the meaning of the text on reading comprehension.
2. Some of the Students are not able to identify the topic of the text on reading comprehension
3. Some of the students are not able to identify the main idea of the text on reading comprehension.
4. Some of the students are not able to identify the specific fact of the text on reading comprehension.

5. Some of the students are not able to identify the supporting detail of the text on reading comprehension.
6. Some of the students have low ability on reading comprehension

So, in this research, the researcher tries to find out the alternative solution that is good for teaching reading, especially for reading comprehension. One of the strategies can be used to increase students' reading, especially for reading comprehension, is "Frame Sentences Strategy". Using frame sentences can help ELLs understand text and sentence structure while learning content information.⁵ In doing processing the strategy, students will be easier to get information that will be loaded in their reading.

The problem above indicated that it is necessary to do the new alternative to be experimented. One of the alternative that can be the solution to be increase of reading comprehension is "Frame Sentences Strategy". So, the researcher tries to find out the significant effect of using frame sentences strategy on reading comprehension.

⁵ Margareth Bouchard, *Comprehension Strategies For English Language Learner (Grade 4 and Up)*. Scholastic, Inc. New York, 2005, P. 24

B. The Problems of the Research

Based on phenomena above, some of the students at State Senior High School 1 Kundur District, Karimun Regency, Kepulauan Riau Province still have some difficulties in English subject, especially in reading comprehension. So, the researcher would like to clarify the problems as in the following:

1. Identification of the Research

Base on the background, the problem of the students' difficulties in reading comprehension can be identified as follows:

- a. What makes some of the students not understand about the meaning of the text on reading comprehension?
- b. What makes some of the students not able to identify the topic of the text on reading comprehension?
- c. What makes some of the students not able to identify the main idea of the text on reading comprehension?
- d. What makes some of the students not able to find the specific fact of the text on reading comprehension?
- e. What makes some of the students not able to identify the supporting detail of the text on reading comprehension?
- f. What makes some of the students have low ability on reading comprehension?

2. Limitation of the problem

Based on the identification of the problem above, the researcher limits the problem of his research on the students' low ability in reading comprehension. Therefore, the researcher focuses on the effect of using frame sentences strategy on the students' reading comprehension and narrative text as the instruments of this research. Because based on the syllabus in the second semester, the students learn about the narrative text.

3. Formulation of the problem

Based on the problems limited above, these research questions are formulated as follows:

- a. How is students' Reading comprehension without using Frame sentences strategy at SMA N 1 Kundur District Karimun Regency Kepulauan Riau Province?
- b. How is students' Reading comprehension by using Frame sentences strategy on students' reading comprehension at SMA N 1 Kundur District Karimun Regency Kepulauan Riau Province?
- c. Is there any significant effect of using Frame sentences strategy at SMA N 1 Kundur District Karimun Regency Kepulauan Riau Province?

C. The Reason for Choosing the Title

The reasons why researcher is interested in carrying out this research are:

1. This research is expected to give positive contribution to the researcher to complete his undergraduate degree.
2. This research is expected to help teachers improve students reading comprehension.
3. This research is interesting to discuss because it can help the teachers develop the strategy to increase the students' comprehension in reading English text.
4. This research is very important to discuss because it is to fulfill one of the requirements of academic demands.
5. As far as the researcher knows, this topic has never been researched yet.

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out the information about the students' reading comprehension before being taught by using Frame Sentences Strategy for experimental group and without being taught by using Frame Sentences strategy for control group at State Senior High School 1 Kundur.

- b. To find out the information about the students' reading comprehension after being taught by using Frame Sentences Strategy for experimental group and without being taught by using Frame strategy for control group at State Senior High School 1 Kundur.
- c. To find out whether there is a significant effect on the students' reading comprehension between pre-test and post-test score by Using Frame Sentences Strategy at State Senior High School 1 Kundur.

2. Significance of the Research

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

- a. To give information about using Frame sentences strategy at State Senior High School 1 Kundur District, Karimun Regency, Kepulauan Riau Province in order to increase the students' comprehension in reading a text.
- b. To enrich the researchers knowledge about using Frame sentences strategy at State Senior High School 1 Kundur District, Karimun Regency Kepulauan Riau Province in order to increase the students comprehension in reading a text
- c. To be meaningful inputs for both. Practical and theoretical development of TEFL and TESL in general

- d. To complete one of the requirements intended to finish the researcher study program at English Education Department and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau

E. The Definition of the Term

In order to avoid misunderstanding about the title of this research, there are some terms that must be defined.

1. Effect

Effect is change that somebody or something causes in somebody or something else⁶. On the other words, Effect is a change that results when the Frame Sentences strategy is done in teaching reading, especially reading comprehension at SMA N 1 Kundur District Karimun Regency Kepulauan Riau Province.

2. Frame Sentences Strategy

Frame sentences is a strategy that can be used to help students understand and build content vocabulary and develop awareness of sentence structure. They may also help you determine students' prior knowledge about specific topic⁷. In this research, Frame sentences strategy is the strategy that is used to find out its effect on teaching reading comprehension.

⁶ Oxford Dictionary, H. *Learner's Pocket Dictionary: Fourth Edition*, (New York: Oxford University Press, 2008). p. 143

⁷ Margareth Bouchard, Op Cit, P 24

3. Reading Comprehension

Reading comprehension is that the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.

⁸ Op. Cit, Catherine Snow, p. xiii