

CHAPTER I

INTRODUCTION

A. Background of the Study

Based on *Kurikulum 2013* in Indonesia, English lesson become a compulsory subject learned by students. All students learned this subject from junior high school until senior high school level. Some students also learned English lesson from elementary. In elementary school, student only study about vocabularies. It differs from junior high and senior high school that English learned deeper explained. The students are not only study vocabularies but also study about kind of grammar, type of sentences, genre of text, how to speak in English, write paragraph and others.

English must be taught in school with four skills must be mastered, i.e. listening, speaking, reading, and writing. Reading as the sub-skill in teaching and learning English process has to be understood well by students, because reading will be main skill that often uses to measure the ability of learners in English. According to Nunan (2003), reading is an essential skill for learners of English as second language. It is proven by many tests exam using text. In this test, students need to be active in finding meaning, idea, or information in the passage; they will read he passage and try to get the information from printed material in the test. This is happened because literacy provides the most crucial tools needed by students (Jacobs and Hannah, 2004). By fostering reading comprehension, the students will be able to master other skill.

In English teaching and learning process, reading skill is really important to communicate with English reading is closely related to the reading skill, reading skill is one of the four skills. By reading ability opens up new knowledge and opportunities. It helps students to get information, to get some knowledge, and know many things that are part of modern life, such as, reading newspapers, books, online news and many others. Reading plays important roles in teaching and learning process of English subject. Furthermore, the ability of reading is also stated in of Junior High School Curriculum (*Kurikulum 2013*). The aims of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts, (Rina. 2013).

Based on curriculum, reading is taught through genre. There are three kind of general texts that must be mastered by students of junior high school. There are; transactional text, interpersonal text, and monolog text. Transactional text and interpersonal text are similar with dialogs which give the students information and knowledge about simple dialog in their daily activity such as how to say thanks, love, like and dislike, sympathy, permission, suggestion, advice, receive and refuse and etc. Differ from monolog text, there are many text such us narrative, recount, procedure, report, and many others. Every kind of text has different characteristic. Recount text is one that learned by student of junior high school.

For English learner in junior high school reading became one of difficulties skill that students passed, because reading is not natural part of human (Willis, 2008). It means that reading skill must be nurtured in order to students get reading comprehension skill. Reading is really important skill to master in order to success in learning English. Students will spend their time for reading and understanding the meaning of the sentences in the reading text. In addition, the students do not only focus on one kind of the text in the source of reading text but in various and different kind of texts.

There are some problems in teaching reading for junior high school, it was found that the students had low ability in reading comprehension. It was reflected by some cases such as incapability in grasping the information from the text, finding the main idea, and getting meanings of difficult words. These problems were caused by some factors deriving from the students and the teacher. First, the factors that came from the students' behavior, for example, talking to friends, texting, and browsing the internet, affected their learning process. When the teacher asked them questions related to the text they could not answer. This problem arose because they had less motivation and interest in the process of teaching and learning. In addition, based on the students' and my point of view, there was another factor that caused students' low motivation and interest in the process of teaching and learning, i.e. the method used by the teacher. The teacher gave a monotonous teaching method so that the students felt bored and reluctant to get involved in the process of teaching and learning. When the students felt

bored and had less attention to the teaching and learning process they would have less willingness to explore their ideas to achieve a good reading comprehension.

In addition, based on students' point of view, reading was important only to get good result on the national examination. Consequently, students just followed English classes to pass the final exam of Semester 1 and Semester 2 without any willingness to explore their comprehension skills in the daily activity of the process of teaching and learning. Indeed, the students had low motivation on reading. Most of them could not grasp the information from the texts even finding main ideas. These common problems were influenced by the lack of vocabulary and the inappropriate teaching technique. The inappropriate classroom teaching technique done by the teacher diminished students' enthusiasm about the texts. Students with low motivation had limited vocabulary, they could not comprehend the whole texts so that they felt bored with reading and sometimes they gave up when they were asked to get the information in the texts. As a result, the students turned into less active readers and at the end they become less competent in reading skill. However, the students' understanding of the texts is quite low or their marks are below the criteria of the successful action (*KKM*). Based on a close observation and discussion done with the teacher, it is found that most students still faced difficulties in comprehending texts. This may be caused by various factors, such as: students' lack of motivation, vocabulary, of school facilities, media, and strategy used by the teacher.

Use of reading strategies had a positive and strong correlation with reading comprehension achievement (Zare and Othman. 2013). Reading strategies in

particular can assist the ESL learners improve their reading comprehension. In this regard, the language instructors need take their students learning strategies into considerations and try to recognize and identify these strategies in order to support less successful student to achieve success and master the target language. Teachers can identify these strategies through observations, language diaries, questionnaires, interviews and so on. By doing so, teachers will be able to assist language learners to recognize and appreciate the power of language learning strategies in the process of second or foreign language learning. Through strategies, teachers can also help the students to maintain their motivation, autonomy, and confidence and keep on going and try to accomplish the goal of learning the target language.

Based on problems above, the strategy can help the students to get a deep understanding in comprehending the meaning of the text given. Therefore, the teachers should be familiar with many strategies for reading comprehension activities. The teacher also should enrich themselves by mastering some strategies proven by some expert that those strategies are good strategies for improving reading comprehension skill of students. Since 1970 learning strategies became a center of attention of some experts in conducting research on education. This is happened because the various strategies mastered by the teachers will be significancelly enhancing students' performance in their learning.

Zare and Othman (2013) argued that reading strategies in particular can assist the ESL learners improve their reading comprehension. In this regard, the language instructors (teacher) need take their students learning strategies into

considerations and try to recognize and identify these strategies in order to support less successful student to achieve success and master the target language. Concerning the fact that the language learning strategies make a substantial contribution to improve students' performance in language learning, this study will seek to analyze the effectiveness of implementing certain strategies on the process of reading comprehension in EFL context. Based on the result of previous research conducted by some expert, there are some strategies that can be applied by teacher in reading class such as; PR2 strategy (Preview, Read and Review), Reputation and Motivation strategy, Mind Mapping strategy, THIEVES strategy (Title, Heading, Introduction, Every First Sentence, Visual, End of the Text, and Summary), CSR strategy (Collaborative Strategic Reading), and many others.

Manz (2002) said that THIEVES in an acronym of; Title, Heading, Introduction, Every First Sentence, Visual, End of The Text, And Summary; that can help students go through all the necessary pre-reading steps before diving into a text book chapter. It is the way to get students to build extensive knowledge of the text even before they read all words of the chapter of the text. In addition, according to Vaughn et all (2002), CSR (Collaborative Strategic Reading) which is a set of four strategic struggling readers can use to comprehend as they read content area of the text. Collaborative Strategic Reading includes four activities; Preview, Click and Clunk, Get the Gist, and Wrap Up. *Preview* is used only before reading, *wrap up* is used only after reading the text, *click and clunk* and *get the gist* are used many times while reading the text after one or two paragraphs.

Based on the background above, THIEVES and CSR can be great solution for students to improve their reading comprehension because both THIEVES and CSR strategies make them more active in teaching and learning process. THIEVES will focus on individual learning for student and CSR will focus on collaborative or group learning for students. So, this research will focus on the effect of using THIEVES and CSR strategies to improve students' reading comprehension in eighth grade students of MTsN 2 Jepara.

B. Identification of the Problems

There are some identifications of the problem in this study:

1. Firstly, the problem was related to the students. Students did not have good reading comprehension skill. It happens because most of the students have limited vocabularies, they lack to comprehend the meaning of the text given.
2. Secondly, the problem related to the teacher. Teaching strategy used by teachers in teaching and learning process is teaching learning center. The learning activity using teacher-centered which the teacher was the main focus. The students were not given more opportunities to explore about their reading skill. It makes students not active in the class.
3. Thirdly, the problem was related to the materials. Material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacities. There were various English materials from other resources for supplementary material, but the materials used in teaching learning activities

were mostly taken from *LKS (Lembar Kerja Siswa)* it happens because the text book material is limit for students.

Based on the problems above, the researcher will try to implement the THIEVES and CSR strategies in teaching reading to find out their effectiveness in teaching and learning activities to improve students' reading comprehension. This can be a great solution because these both strategies make student more active in the class.

C. Delimitation of the Problems

Based on the descriptions about identification of the problems, in this research over the solution for those problems with focusing on the effectiveness of using reading strategy and which is more effective between them that can use in teaching reading to improve students' reading comprehension of the text. THIEVES and CSR strategies refers to the reading comprehension skill of the students that given to the grade VIII students at MTs N 2 Jepara.

D. Formulation of the Problems

Based on the background above, the problems in this study can be formulated in some points:

1. Is the use of THIEVES strategy more effective than conventional strategy to improve students' reading comprehension?
2. Is the use of CSR strategy more effective than conventional strategy to improve students' reading comprehension?

3. Is the use of CSR strategy more effective than THIEVES strategy to improve students' reading comprehension?
4. What is the most effective strategy among the use of THIEVES Strategy, CSR strategy, and conventional strategy to improve students' reading comprehension?

E. Objectives of the Study

There are four objectives of this study:

1. To find out that the use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension.
2. To find out that the use CSR strategy is more effective than conventional strategy to improve students' reading comprehension.
3. To find out that the use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension.
4. To find out the most effective strategy among the use of THIEVES Strategy, CSR strategy, and conventional strategy to improve students' reading comprehension.

F. Significance of the Study

This study would be significantly helpful to the development of educational strategies in achieving a better quality of teaching and learning process especially for teaching reading skill. Thus, this study would be beneficial for the following:

1. For the English teacher

The research findings will show the effectiveness of using THIEVES and CSR strategies to improve students' reading comprehension. so, for English teachers this research can be a model that can be applied in order to improve the quality of teaching and learning process.

2. For the students

The students understand how to apply THIEVES and CSR strategies to overcome their problem in reading comprehension and it will facilitate them to be more active in reading class to improve their comprehension in reading.

3. For the researcher

For the researcher, doing this research will enrich the experience and knowledge in English language teaching and learning process especially in reading class.

4. For other researchers

This research is expected to give contribution for those who are interested in the research that has the similar topic as an additional reference.