

CHAPTER I

INTRODUCTION

This chapter discusses some points that include the background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Language is a tool of communication either in orally or in written form. Moreover, language is used to express what we think. Mastering a language is very important for people to survive in their lives. English is one of the languages that has become an international language in the world. English is very important especially in education world.

There are four skills that important and supposed to be mastered by English learners, one of them is reading skill. Learning English in Indonesia is more focused on reading, where it can be proven by looking at the English National Examination that there are more questions related to reading. Thus, reading is a crucial basic in learning English. Through reading, any information can be obtained. Reading is an essential activity to develop an understanding about a topic. According to McKee (2012: 45), reading is an important part of an individual's personal and educational growth. An individual should be able to analyze and re-organize ideas and information. Regarding educational matters, students can obtain knowledge that is useful for them in the learning

process by reading. Where to get the knowledge, first the students need to understand what they read. This is called reading comprehension.

According to Kirby (2007: 1) reading comprehension is the process of understanding the text we read. Students must have good reading comprehension so that they can understand what they read. It means that they should be able to understand the content of the text after they finish reading the text. The purpose of teaching reading comprehension is to make students able to read English texts. They do not only understand the social function and the linguistic features of the text but also comprehend the meaning of the text. Therefore, reading comprehension is needed to be learned by students such as in the level of junior high school.

In Junior high school, students learn many types of subjects. Especially in English subject, they learn much about texts. There are several types of text taught for reading subject and one of them is descriptive text. According to Gerot & Peter (1994:165) descriptive text is a text that provides information about particular things, person, animal, or others. Descriptive text describes the qualities and characteristics of a subject which are described in detail to assist the reader to see and feel the subject (Syahputri & Siti, 2018: 17). Descriptive text contains a description of something, it can be in terms of the appearance, nature, function, or other. That is why in reading descriptive text, students need to understand what is described and explained from the text and then try to determine the main idea so they can catch the point of the text.

The success of teaching and learning process depends on several factors which is can be teachers, students, and the techniques used in the teaching and

learning process. Unluckily, some students have difficulty in reading comprehension, especially in descriptive text. The several factors are students' lack of vocabulary and difficulty determining the main idea. Therefore, in order to be able to read descriptive text and understand it, an interesting learning strategy is necessary for students. Hardan (2013: 1714) stated that learning strategy can help students' success in learning. It basically refers to the process or techniques that the learners employ in learning activities. The teacher should use techniques or strategies in order to make students better understand the material explained by teacher and will make them enjoy and easy to understand a text. One of the learning strategies that can be used in reading descriptive text is THIEVES strategy. This THIEVES is an abbreviation of Title, Heading, Introduction, Every First Sentence, Visual, End-of-chapter, and Summary. Using this strategy can help students understand the important points and give the opinions about ideas of a text.

Actually, research on the use of THIEVES strategy for improving students' reading comprehension has been conducted by other researchers. The first previous research is the research by Elnaz Khataee (2019). Her research journal is entitled "The Effect of THIEVES Strategy on EFL Learners' Reading Comprehension". In her research, she stated that THIEVES Strategy can help EFL learners to overcome their reading comprehension. Another previous research is the research by M. Sarifuddin & Mita N. (2019). Their research journal is entitled "The Effectiveness of Thieves Strategy towards Students' Motivation in Reading Comprehension". The result of this research is THIEVES Strategy was effective in teaching motivation in reading. And

another one is the research by Ari Safitri (2017). Her research is entitled “Improving Tenth Grade Students’ Reading Comprehension by Using THIEVES strategy at SMAN 1 Kunir in 2017/2018 Academic Year”. She stated that this strategy can solve students’ problems in reading comprehension of narrative text.

In this research, the researcher focuses in reading descriptive text, because it is the text type to be acquired by eighth grade students of junior high school. Therefore, the researcher would like to conduct research entitled “The Effect of Using THIEVES (Title, Heading, Introduction, Every First Sentence, Visual, End-of-chapter, Summary) Strategy towards the Eighth Grade Students’ Reading Comprehension in Descriptive Text at SMPN 1 Trenggalek”.

B. Formulation of Research Question

Based on the background of the study above, the research question can be formulated as follows “Is there any significant difference score on reading comprehension between eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy?”

C. Purpose of the Study

The purpose of the research can be stated as to find out that whether there is a significant difference score on reading comprehension between eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy or not.

D. Formulation of Hypothesis

There are two hypothesis, Null Hypothesis (H_0) and Alternative Hypothesis (H_1). In this research, the hypothesis is formulated by the researcher as follows:

1. H_0 : there is no a significant difference score on reading comprehension between eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy.
2. H_1 : there is a significant difference score on reading comprehension between eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy.

E. Significance of the Study

The result of this study is expected can be useful for English teaching and learning process theoretically and practically.

1. Theoretical

The result of this study is expected can give benefits, especially for SMPN 1 Trenggalek, so that it can be applied and developed in teaching and learning reading comprehension in descriptive text.

2. Practical

The result of this study is expected can give a contribution to the English teaching and learning process, especially for:

a. English Teachers

It is expected that this research can give contribution to the English teachers that THIEVES strategy is an alternative strategy in reading comprehension.

b. Students

It is expected that this research which is THIEVES strategy will be able to help the students' problems in reading comprehension.

c. Other Researchers

It is expected that this research can give new useful information. The researcher also hopes that this research can be a reference that can be developed for further studies.

F. Scope and Limitation of the Study

In teaching and learning reading, there are many types of learning strategies that can be used to improve our reading comprehension. In addition, the types of texts that can be learned are also varied, such as narrative text, recount text, and so on. Therefore, in this study, the researcher makes a limitation which is focused on the effectiveness of THIEVES strategy for improving students' reading comprehension in descriptive text.

G. Definition of Key Terms

In order to avoid the misunderstanding of readers when reading this study which is entitled "The Effect of Using THIEVES (Title, Heading, Introduction, Every First Sentence, Visual, End-of-Chapter, and Summary)

Strategy towards the Eighth Grade Students' Reading Comprehension Achievement in Descriptive Text at SMPN 1 Trenggalek”, so it is necessary for the researcher to define the following key terms:

a. Effect

A condition where the result of the data showing a significant difference score between the experimental and control group that measured statistically indicated by the *sig-value* ≤ 0.05 .

b. THIEVES strategy

THIEVES is the acronym for Title, Heading, Introduction, Every First Sentence, Visual, End-of-chapter, and Summary.

c. Reading comprehension achievement

Reading comprehension is the ability to understand the meaning of a text and to integrate it with what the readers already know. Thus, reading comprehension achievement refers to students' achievement in comprehending words, sentences, paragraph and the entire text.

d. Descriptive text

Descriptive text is a text that describes a certain thing in detail.