

CHAPTER I

INTRODUCTION

This chapter will discuss about background of study, Research Problem, Objective of study, significant of study, Scope and limitation of the study, Definition of Key term and the last is Organization.

A. Background of the Study

Reading is a thinking process that is an activity to get more information or an idea. The process of getting the knowledge of students doing the reading process, so that students' reading skills will Affect review their insight into knowledge. This statement is supported by Rudell and Cochrane. Rudell (2005: 31) states that "reading is the act of constructing meaning while transacting with the text". Based on Reviews These definitions can be understood that reading is an activity of constructing meaning Obtained when reading a text. Understanding is in line with the opinion Cochrane (2009: 19), the which states that "additionally, reading is not just deciphering the scratches on a piece of paper, it is the understanding, the using of information and the application of knowledge". Based statement from Rudell (2005: 31) and Cochrane (2009: 19) above, reading can be interpreted as the activity of constructing understanding and ideas in the text, not just interpret his ideas, but understanding, and in it include the use of information and knowledge. Information and knowledge required in the process of reading as the basis to be Able to construct ideas and understand the reading text. if someone

has been Able to understand the meaning in the text, it shows that he has Become a good reader.

Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can catch the idea of the text, they can follow the arguments of the story or text, they can find the information of the text, and the important one is they can understand the meaning of the story or text. Huegli (2008: 3) said that Reading allows you to connect written ideas with what you already know. The more you read the easier it will get. Not only will practice help you to improve your reading skills, it will also allow you to expand upon what you already know.

One of the characteristics of a good reader is that he is capable of connecting prior knowledge with new knowledge to be able to create meaning. as stated by Anderson (1984: 34) states that comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are Actively Involved in the reading processes that require the ability to a make predictions, to confirm or disaffirm Reviews those predictions, to ask questions, to infer and visualize, and to monitor understanding as they read. like describing the characteristics of a person or animal. and types of texts like this is kind of descriptive text.

Descriptive text is to describe a particular person, place, or thing. As the statement from Wren and Watts (2002:33) defines descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see

the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms. Descriptive texts draw attention to the characteristics of a particular thing.

Descriptive text has two parts of generic structure, like that explained William (1986: 40) First is the identification which is the introductory statement introducing general classification of the things being described. The second is the description. This part describes the description of the general classification mentioned before. There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense. describe is often conveyed to pupils, usually the teacher told the students to describe objects, people or animals that are around them. because it deals with how to teach reading.

According to the principles for teaching of reading, William (1986:42) proposed Top Principles for Teaching Reading as follows: finding to interest text, The primary activity of a reading lesson should be learners reading texts, The growth in language ability is an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading, Classroom procedure should reflect the purposeful, task-

based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose, Teachers must learn to be quite; all too often, teachers interfere with and so impede their learner's reading development by being dominant and by talking too much, Exercise types should, as far as possible be approximate to cognitive reality, The time available for reading in the classroom is very limited and not enough for developing the students' reading skills. Therefore, extensive reading must be encouraged, The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli, Progress in reading requires learners to use their ears, as their eyes, Using a text does not necessarily equal teaching reading.

Teaching reading in EFL is a bit different from the way native speakers are taught. It is going to be harder for teachers to teach EFL students than to teach the students who use English as their native language and the students who learn English as their second language, because EFL students only learn English in their school, not as the language they use to communicate in their daily life as native and ESL students. Based on Nunan,(2003:68) "Teaching reading usually has at least two aspects. First, it can be refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who are already having reading skill in their first language".

Based on the opinion from Nunan (2003: 68), it can be concluded that reading is important to be taught to EFL students. The purpose of teaching reading in EFL context is to help and provide the students to habituate themselves

reading English materials for many benefit things they may get, such as being able to read English materials for their own specialist subjects, getting knowledge of other cultures and gaining more specific knowledge which are written in English and also for their academic studies, professional success, and their personal development.

Teaching reading is taught in senior high school is different from teaching reading is taught in junior high school. Based on Nunan and Lamb (1996:40) teaching reading in junior high school there are two kinds of texts that must be learned by students; those are short functional texts and text types. The short functional texts are short English texts which exist in real life for example announcements, invitations, greeting cards, shopping lists, notices, etc. The text types include narrative, recount, descriptive, report, and procedure texts those kinds of texts are taught in order that students will reach functional literacy level; that is a level of proficiency in which students can communicate using both written and oral language to get things done.

Several stages to building knowledge of the field, modelling of text, joint construction of text, and independent construction of text. Based on Callaghan and Rothery (1998) In the first stage, the students are introduced to the social context of the text through pictures, audio-visual material, realia, excursions, field trips, guest speakers, etc. Besides, the teacher can introduce the social purpose of the text or compare the text with another type of text which is similar or contrast. The purpose is to activate students' background knowledge about certain topic being studied and to lead the students readiness to learning. the

next, the students are asked to investigate the structural pattern and the language features of the text. modeling of text is divided into three activities: text-level activities, clause-level activities, and expression-level activities. Text-level activities include sorting, matching, labeling, sequencing jumbled sentences, presentation, and activities focusing on cohesive devices and reference e.g. semantic maps, vocabulary networks, etc. Clause-level activities include presentation and practice activities related to the grammatical features of the text.

Expression-level activities include pronunciation, decoding and spelling. After that , the students are asked to contribute to the construction of the text under the teacher guidance. The students try to do exercises which lead the students to be able to construct the text independently. The activities include discussion about construction of text, jigsaw, information gap activities, small group construction of texts, etc. The last, the students independently construct the text. The activities include comprehension activities such as performing a task, sequencing pictures, numbering, ticking or underlining material, and answering comprehension questions. Harmer (2007) argues that the students need to know when a stage finishes and when another stage begins in order to draw their attentions to what is going on and what will happen next. To do this, the teacher should tell the students what stage is going on or make summarizing comments in the end of each stage. After planning and implementing the lesson, what the teacher should do is assessing the students“

reading competency. The assessment is done to measure the students ability in reading.

There are several types of strategies in learning to read in junior high school level, other strategies K-W-L Plus, PLAN, Three-Level Reading Guide, and Think strategy, Predict, Read, Connect. From some of the above strategy, a strategy TPRC the right strategies used in teaching reading comprehension. Based on Ruddel (2005: 75-76) TPRC strategy has various ease of use. Learning to read by using the strategy will TPRC foster an enthusiastic student, because it constitutes a step predict. Predict step will make the students race to be able to predict the contents reading correctly. TPRC strategy also has step that will connect establish the concept of a complete understanding of the content of reading. Students will connecting prior knowledge before reading, prediction and suitability predictions about the content of reading, and the knowledge after reading. By doing so, students will have a thorough understanding formed of learning activities that they perform. TPRC strategy has steps that can help students in understanding the content of reading.

However, few studies have been done to look at the effectiveness of using the strategy on reading comprehension and effectiveness of using TPRC strategy on reading descriptive text. Four reading strategies that research has been done (Maharani, 2011; Yeni, 2009; Muhtar, 2009; Edo Ersanda, 2012) found that some effective strategies for teaching reading. Maharani (2011) found that there are significant differences between the experimental and control classes on reading. Yeni (2009) found that the documentary and photo media that is effective to

improve students' abilities in reading the descriptive text. Muhtar (2009), found that the semantic mapping strategy can improve students' reading comprehension. Ersanda (2012), found that using TPRC effective strategies to improve reading comprehension in the descriptive text at the level Senior High School.

Apparently, there are no studies on TPRC strategies in teaching reading in the descriptive text in junior high school. Therefore, in my research departs from Ersanda (2012) entitled the effectiveness of the strategy TPRC to learn to read descriptive text Senior High School. Because of the teaching of reading in senior high school is very different from the teaching of reading in junior high school. One significant difference is “Kompetensi Inti”, which is where if the level of senior high school to understand the knowledge (factual, conceptual and procedural) about science, technology, art and culture with a long text and specific, but if at the level of junior high school text only uses short and simple with a topic that occur around them. Therefore, my research focused on descriptive text in the junior high school level. So, that is why I chose the title The effectiveness of using TPRC strategy for teaching reading comprehension of descriptive text at the first grade in MTsN Karangrejo.

B. Research Problem

Based on description of the above study, the writer wanted to make a statement of the problem. The problem discussed in this study can be stated as follows : Is TPRC strategy effective for teaching reading comprehension of descriptive text in the seventh grade at MTsN Karangrejo ?

C. Objectives of the Research

As the writers state to do research, automatically there is a purpose why he was doing this research. The purpose of this study is: To find out the effectiveness of using TPRC strategy in improving students teaching reading in descriptive text.

D. Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation. In this case, hypothesis is a statement about the expected relationship between variables, it is a prediction of expected outcomes of the research. The hypothesis predict how the phenomena of interest. The hypothesis predict how the phenomena will be related.

There are two hypothesis in this study that are alternative hypothesis and null hypothesis. The hypothesis of the study can be mastered alternative and null hypothesis. H_a There is significant difference in the students reading comprehension of descriptive text after being taught using TPRC strategy. H_o There is no significant difference in the students reading comprehension of descriptive text after being taught using TPRC strategy.

E. Significance of the Study

The result of this study is expected to give a contribution to the teaching and learning process of reading in english as a foreign language.

1. For the English teacher

The researcher hopes that this research study can improve the teachers ability to help students in teaching reading in the class. Besides that, the english teacher is

able to use the interesting TPRC strategy to improve the students ability in reading.

2. For the students

This research can be used to help students in reading. That is, TPRC strategy can help students in understanding the descriptive text. In addition, it can be used to motivate their learning in the classroom, especially reading the descriptive text.

3. For other researcher

This research may be useful as a reference for other researchers who want to conduct research on the same topic and purpose. It can be used to indicate that the use TPRC strategy can improve student reading ability in descriptive text.

F. Definition of the Key Term

- Descriptive text is Descriptive text is to describe a particular person, place, or thing.
- TPRC strategy is TPRC strategy is establish the concept of a complete understanding of the content of reading. Students will connecting prior knowledge before reading, prediction and suitability predictions about the content of reading, and the knowledge after reading