

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Reading comprehension is an essential skill in English subject because it is very necessary for the students to get information from what they read. Reading is a receptive skill that can be defined as a process of looking at and understanding written text. It means that when someone reads, he or she looks at something written and tries to get the meaning to understand it. Saylor (2004) states that reading comprehension is a process of obtaining or constructing meaning from a word or a cluster of words, where in this activity, the readers read to construct meaning from the words that they are reading in order to comprehend the message and information of the text. Therefore reading comprehension is considered as the most important skill for students in mastering English because it becomes a significant tool in learning all academic subjects and getting information widely without going anywhere.

At the present time students need to read and comprehend English written texts successfully because English is communicated internationally in global era. By having reading skill, students will be easy to read and comprehend all referencies material which written in English. In other word students can improve their knowledge when they read new message and information which are acquired for their life purposes. As Bowman and Bowman (1991) state that reading is as an appropriate medium to promote life-long learning. It means that

by reading, the students will give a prospective future to explore knowledge and give chance for them to gain their lives' purposes. Therefore the purpose of teaching reading should primarily be helping students to acquire the techniques needed for comprehending the materials in order to get new knowledge in their subject.

In Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan:TSP*) clearly states the objective of teaching reading for Senior High School students. In this curriculum, students are expected to be competent in comprehending short functional text, dialogue, and monologue text in form of description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation (*Badan Stanard Nasional Pendidikan: BSNP, 2006*).

In facts, reading is not easy as people think. Eventhought students have studied English for many years, and the curriculum has been improved for several times, the teaching of English has not been successful in achieving the English teaching objectives, particularly in reading comprehension skills. Internationally, Tom Loveless (2011) reported in the Brown Center on Education Policy that there are top ten countries and bottom ten countries in PISA 2009. Indonesia achieved the 14th position of 22 countries with a score of 402 for reading comprehension and at 64th level of the 65 countries on PISA 2012. This report proves that Indonesian students' achievement in English reading comprehension is quite low. Hamra (2010) also found that Indonesian students difficult to understand the English texts although they are able to read fluently.

This fact was also supported by the observation results during two semester in academic year 2015 /2016 to the students at Eleventh grade of SMA Negeri 2 Rantau Utara Labuhanbatu which was applying educational unit level curriculum, the students' score was not as satisfactory as expected in curriculum. They had difficulties in understanding the English text, particularly analytical exposition text which was as learning material in grade eleventh. They did not achieve minimal completeness creterion (*Kreteria Ketuntasan Minimai: KKM*) score that 75 in English including their achievement in reading comprehension. It happens most students in eight paralel classes (science and social educational program). It can be seen from average of students' English score at two semester in academic year 2015/2016 as follows:

Table 1.1 Eleventh Grade Students' English score of SMA Negeri 2 Rantau Utara Labuhanbatu 2015/2016 Academic Year

Semester Class	Odd semester 2015 – 2016	Even semester 2015 - 2016
XI. IPA 1	70	72
XI. IPA 2	63	65
XI. IPA 3	64	64
XI. IPA 4	63	64
XI. IPS 1	60	62
XI. IPS 2	60	62
XI. IPS 3	60	61
Average	63	64

(Source: Semester score in SMA Negeri 2 Rantau Utara 2015/2016)

Based on the table above, it can be explained that students' skill at eleventh grade of SMA Negeri 2 Rantau Utara Labuhanbatu is low, the average of score in both semester do not achieve minimal completeness creterion (*Kreteria Ketuntasan Minimai: KKM*) scores. When the researcher did the observation in

the classroom and interviewed with the English teachers and students, the researcher concluded that they had difficulties in understanding the analytical exposition text. They had difficulties in comprehending the characteristics of the text including the social function and generic structure, and language features. Generic structure includes finding detail information and determining the parts of text. While the language features includes vocabulary, finding references and understanding the tenses used in the text.

Low of students' achievement in reading comprehension actually influenced by some factors. Alexander (1988) states, some factors that influence the reading comprehension comes from the students' own personality, reading materials and teachers personality. So the researcher identified some problems from the students' own personality factors such as (1) the lack of students' willingness and interest in reading comprehension, (2) students' lack of vocabulary mastery, (3) low students' activity in reading at home and (5) genders differences and their social economic background. While from reading material factors the researcher found such as (1) Most reading materials are in scientific ones, so the students are not interesting to read them. (2) vocabulary in the text is almost in high level, so they are difficult to comprehend some new words in the text.

The other factor comes from the teachers personality. The teachers have low professional development, such as (1) lack of teaching inovation in using new teaching technique, (2) use inappropriate teaching techniques and medias, (3) teacher's book references, teachers frequently use the handout book and give

reading exercise on it to the students and (4) reading is taught by the teacher through traditional way which known as teachers-centered learning. This traditional approach often represents an exercise in one way communication that places the students in a passive role and which ultimately minimizes the students' ability to develop higher skills such analysis, evaluation and synthesis of idea and concepts. Reading passage will be difficult for students because they only get the knowledge from their teacher. Students do not actively involved in reading process, reading activity only covers reading the text and answer the questions provided that individually done by the students. Consequently, students feel bored and do not interested with the materials in reading comprehension tasks. Therefore, their reading achievement is unsatisfying and hard for them to analyze the text they read.

Suitable teaching techniques is needed to achieve the teaching reading objectives, because the achievement of the teaching reading objectives depends on teaching techniques that teachers apply in teaching reading process. So teachers should find suitable techniques and change paradigm of teaching from teachers - centered to becomes students – centered. It is as the effort to help and to make them to be independent learners.

To engage the students to be actively in the reading process and understand the text easily, teacher can pose TELLs technique which developed by Idol-Maestas (1985), Ridge & Skinner, (2011). This technique was able to improve the students performance on comprehension questions and raised their scores on a standardized reading test. TELLs stands for Title, Examine, Look,

Look, and Setting. Each word is a sequential step that is used in the strategy process. The first step is *title*. Students are taught to look at the title of the selection and generate clues or guess what the material is going to be about. The second step is *examine*. students skim the passage and look for clues about the content. Third step *look for*, students are supposed to *look* for important words that may be repeated often. When students *look* again, they are looking for words that they do not know the meaning. The final step *setting*, students read the passage again and look for information related to setting. This can be places, dates, descriptions, or time periods. When using TELLs, students essentially read the passage at least three times, thus giving them a greater chance at comprehending the materials. This method is particularly useful when reading textbooks.

Another way to help students to monitor their comprehension was by using PSOT. PSOT is stand for Proposition Support Outlines Technique which developed by Buehl (1995). This technique helps students to learn to be critical readers who can recognize the differences of viewpoints, theories, hypotheses, and debatable assertions. Santa (1988) indicates that Proposition Support Outlines Techniques is an organizational technique that helps students select and evaluate information from a text, so that they can support an argument with evidence. Proposition Support Outlines Technique can improve critical tinkering of the students and to find some supporting outlines and find some statements, such as *fact, statistics, examples, expert authority and logic and reasoning*.

As mentioned above, there are many factors that influence reading comprehension. Students' comprehension is most influenced by their interest, besides the teaching techniques were applied by teachers, interest of students are also determine the success of students in learning process. Interest is one of the psychological aspects that can encourage people achieve goals. According to Winkel, (1984) interest is the tendency to feel settled in the subject field or interest in certain things and feel happy working in that field. It means a person who has an interest in an object, tend to give attention or feel greater pleasure to those objects. However, if the object is not the cause of pleasure, the person will have no interest in the object. Therefore, the level of attention or object pleasure influences the interest level of a person.

Based on the explanation above, the researcher was intended in conducting a reseach on the effect of TELLs and PSOT techniques and interested on students' achievement in reading comprehension. In other words, this study was inteded to find out whether the students' achievement in reading comprehension by applying TELLs and PSOT technique and the level of students' interest to ward the students' achievement in reading comprehension.

1.2 The Problems of the Study

In relation to the background of the study, the problems of this research were formulated as follow:

1. Is the students' achievement in reading comprehension that was taught by using Title, Examine, Look, Look, Setting (TELLs) technique, higher than

that was taught by using Proposition Support Outlines Technique (PSOT)?

2. Is the students' achievement in reading comprehension with high interest, higher than that with low interest?
3. Is there any interaction between teaching technique and interest on the students' achievement in reading comprehension?

1.3. The Objectives of the Study

The primary objectives of this study are to answer the questions that mentioned in the problem of study, they can be listed:

1. To find out whether the students' achievement in reading comprehension that is taught by Title, Examine, Look, Look, Setting (TELLS) technique is significantly higher than Proposition Support Outlines Technique.
2. To find out whether the students' achievement in reading comprehension with high interest higher than with low interest.
3. To find out whether there is any interaction between teaching techniques and interest on students' achievement in reading comprehension.

1.4. The Scope of the Study

There are many techniques could be used in teaching reading comprehension to improve the students' achievement. In this study the researcher focused on the usage of two teaching techniques namely Title, Examine, Look, Look, Setting (TELLS) and Proposition Support Outlines Techniques (PSOT) in

teaching analytical exposition text with the students who have high and low interest. By high and low interest of students, this study expected to give clear description on the effect of teaching techniques was there any interaction between teaching techniques and interest on students' achievement in reading comprehension.

1.5. The Significances of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically, the finding of this study can enrich knowledge of theories on the implementation of TELLs and PSOT in teaching reading especially in teaching analytical exposition text. Therefore the finding of this study are expected to be bases for other researchers who want to do in depth research as the follow-up of this study.

Practically, the findings of this study are expected to be useful for English teachers as the information about the effect of teaching techniques and interest on students' achievement in reading analytical exposition text. The English teachers can get information of application of TELLs and PSOT as alternative teaching techniques in teaching reading comprehension.