CHAPTER I
INTRODUCTION

A. The Background of the Study

Reading is one of the four language skill that is very important. Reading is the most important activity in any language class. According to Zare et al., (2013) Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Reading means to understand the meaning of printed words. Understanding information in the text is, of course, the whole purpose of reading. According to Westwood (2001) a cognitive-constructivist view of reading emphasis that it is a process in which readers actively search for and make meaning for themselves in what they read.

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read (Westwood 2001:25). So, the students require an active interaction with the text. The students glean the information from the text and what they have already known. It means that the students link to their experience or background knowledge. In addition, Meyer and Ray (2011) state that reading comprehension involves actively constructing new understandings by building relationships among the parts of text and between the text and one's pre-existing knowledge.

Reading comprehension is an important skill which has to be mastered by students. It is important because reading comprehension is the basis of nearly all learning and a basic requirement to progress in life. According to Jalilifar et. al., (2008) for many language learners reading is ranked first among the academic skills that they wish to gain mastery over.

In reading skill, students are expected to get knowledge and understand about the context that has explained in the text. Students do not only read the text, but also understand the information from the text that they read. The purpose of reading comprehension is to get some skills in understanding the text. So, it is useless if we do not have reading comprehension because it involves the competence to find some information in reading text.

In fact, reading is not as easy as people think. It is not easy to have the ability of drawing meaning from the text and interpret the information appropriately. So the students have problem in reading comprehension. This problem can be affected by some factors. It can be from the students themselves (internal factor) and also from the teacher (external factor).

The reading comprehension problem which is affected by students themselves can be seen from the students' view about reading comprehension class. While doing teaching practice in SMA N 1 Sei Bamban, the writer asked the students' opinion about reading class. They said that reading class is boring activity. They must translate the difficult words in to Indonesian in order to understand the text.

And the reading comprehension problem which is affected by teacher can be seen from the way of teacher who uses the conventional method. The writer found the same case when she observed how English teacher taught reading in SMA N 1 Sei Bamban. The teacher asked the students to read the passage then, find out the difficult words and translate it into Indonesian language. After that, the teacher asked the students to answer the question related to the passage.

The problem of the students in comprehending a text also happen in SMP Tri Sakti 2 Medan. Based on the researcher observation at SMP Tri Sakti 2 Medan, the Minimum Competence Criteria (Kriteria Ketuntasan Minimum) is 70. The data was taken from the students' score in mid semester examination academic year 2013/2014. From 76 students, there were only 47 students got score of Minimum Competence Criteria and 29 students who did not get score of Minimum Competence Criteria. The mean of students' score is 66 where it is below of Minimum Competence Criteria. It can be seen as follows.

Table 1.1 The English Score of Eighth Grade Students of SMP Tri Sakti 2 Medan

Score	Students	Percentage	Mean
≥ 70	47	61	66
< 70	29	39	

The using of conventional method in teaching reading class makes the students feel bored, they have low motivation and have no interest in reading a text. Students who are not interest in reading can't gain information and improve their knowledge. In other hand, people especially students are expected to increase their interest in reading and try to develop their reading comprehension. Reading comprehension can developed when reading interest increase too.

Considering the condition above, the writer is interested in applying Monitoring, Questioning, and Repredicting Strategy which is developed by Duffy (2009:107) to teach reading comprehension. Monitoring, Questioning, and Repredicting are strategic heart of the comprehension process. Monitoring, Questioning, and Repredicting is taught through some steps.

Comprehension starts when students anticipate meaning by predicting ahead of time what they will find in a passage. Then students move into a text, they monitor, they question, and when necessary they abandon they prediction they made earlier and make a new prediction. The readers talk to themselves about the meaning they are building.

Based on the explanation above, the writer is interested in conducting a research on the effect of using Monitoring, Questioning, and Repredicting strategy on students' reading comprehension.

B. The Problem of the Study

Based on the background of the study above, the problem is formulated as the following: "Does Monitoring, Questioning, and Repredicting Strategy significantly affect the students' reading comprehension?"

C. The Scope of the Study

This study focuses on using Monitoring, Questioning and Repredicting Strategy on students' reading comprehension in descriptive text especially on literal and interpretative reading.

D. The Objective of the Study

The objective of the study is to find out the effect of applying Monitoring, Questioning, and Repredicting Strategy on students' reading comprehension.

E. The Significance of the Study

The findings of the study are expected to have both theoretically and practically importance in reading comprehension.

1. Theoretically, the findings of this study is expected to enhance the theories of reading comprehension.

2. Practically, the findings of the study is expected to give feedback to:

    a. The teachers who teach English, it can be used as one alternative strategy to teach reading.

    b. The students, it helps them to develop their reading skills and good reading comprehension after they learn by using Monitoring, Questioning, and Repredicting Strategy.

    c. The researcher, it will be basic information in conducting further research.