CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In education, English has become the primary language of communication. It is spoken by billions of people all over the world. This important role of English has greatly contributed to the movement of teaching English as a foreign Language. Therefore learning a foreign language has become a means of keeping up with the pace of the rapidly changing world. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”. As any other language, English consists of those four skills.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose. However it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading is the most emphasized skill. This emphasis is necessary considering that reading is not a skill that can be automatically learned. Rather, it involves a complex process of making meaning from a text for a variety of purposes and in a wide range of contexts.

The reading skill is an important factor in the development of the quality of human life. The reading skill plays an important role in teaching English as a second language. Undoubtedly, the reading skill plays a decisive role in shaping
students’ educational future and it is more important to academic achievement than any other skill. Learners who have good reading ability will progress in their careers and their further studies.

Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading. Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.
Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. And to comprehend a text, readers need strategy in reading.

In the reading comprehension domain, there is abundant evidence that reading strategies improve reading comprehension. Indeed, strategy instruction is particularly needed and effective for those students who are struggling most, namely those with less domain knowledge or lower reading skills. One of the strategies in reading is THIEVES strategy.

THIEVES are acronym from T (title), H (heading), I (introduction), E (every first sentence), V (visual), E (ending), S (summary). In addition, learning Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage. THIEVES strategy will give contribution for students in learning process. According to Manz (2002:3) THIEVES is a pre - reading strategy that set the purpose for reading using easily remembered acronym. Student learn how “steal” information
from the title, headings, introduction, every first sentence, visual/ vocabulary, ending and summary.

Therefor the researcher took a place to done a research in SMPN 1 Perhentian Raja at Jl. Desa Hangtuah kec. Perhentian Raja. Many students who attend in this school made the teachers more actively educated and provide learning according to their abilities. Same with other schools, SMPN 1 Pantai Raja implement the regulations that must be adhered to by students of the school. With the students who violate the rules will be penalized, everything was done to make the process of learning went smoothly an as expected the produce students who excel.

The reasons why researcher chose 'Using THIEVES Strategy in Teaching Reading Comprehension at Second Grade in SMPN 1 Perhentian Raja academic year 2017/2018’’ as the title of my thesis because when researcher searched in the internet strategy to teaching reading researcher found out this strategy. Then, researcher want to know how big the understanding, abilities and desires processed by current students in reading text or story, especially in the English language.

Most of the students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary school. There are some problems affecting the students’ reading comprehension. The first problem is related to the teaching strategy used by the teacher. The second problem is students have problems in comprehending the text. The third problem
is students are lack of vocabulary. The fourth is students have problem in finding information of the text.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning process especially in teaching reading comprehension. In order to solve the problem, the researcher is motivated to conduct action research. It involves the English teacher in the school to find out the best solution of the problem in teaching reading comprehension at eight grade students of SMPN 1 Perhentian Raja.

From the explanation above, the researcher would like to propose THIEVES strategy to teaching reading comprehension. This strategy is proposed by Suzanne Liff Manz (2002). Manz (2002) states that THIEVES is an acronym that helps students go through all the necessary pre-reading steps before diving into a textbook chapter: Title, Headings, Introduction, Everything they know, Visuals, End – of – chapter materials. It is a way to get students to build extensive knowledge of the text even before they read the first “normal” words of chapter.

To analyze a text, need a critical comprehension in understanding a text.

So, in presenting this paper the researcher decide to apply THIEVES strategy in teaching reading and want to measure the success of using THIEVES strategy in the reading class. Therefore the researcher would like to takes a research under the title: "Using THIEVES Strategy in Teaching Reading Comprehension at Second Grade in SMPN 1 Perhentian Raja in Academic Year 2017/2018"
1.2 Identification of the Problem

There are four major factors which cause the problem in junior high school. Those factors are described as follow.

The first factor is the teaching strategy used by the teacher. It cannot facilitate the students in achieving successful comprehension. The strategy cannot help the students overcome their problem in reading. Because the strategy used is monotonous, the students easily get bored during the reading activity. Moreover, the strategy cannot make the students keep engaged in the reading process.

The second factor is students. The students have problems in comprehending the text because they have low vocabulary mastery. Moreover, the students cannot use reading strategy effectively. In line with this condition, the students find difficulties in comprehending the text. Because of these difficulties, they do not have any interest in reading activity which leads them to have low motivation in reading activity.

The third factor, students are lack of vocabulary. The researcher observers the teaching process and found out that students can read the text but they did not know the meaning of what is being read. The students were not able to mention the meaning of one sentence and expected the teacher to translate the sentence.

The fourth factor, student have problem in finding information of the reading text. Students are difficult to find the message or information of the text. Then, students are difficult to find out generic structure of the text. It was the problem for the students that they could not find and catch information of the text so they
could not comprehend the text well. Students were difficult to get the meaning of English text because it was still a foreign language in Indonesia and they did not accustomed to use English in their daily life so it was difficult for the students to know what the text tell about.

1.3 Focus of the Problem

This research only focus on students comprehending text especially recount text. It is because the teachers do not use a good strategy in teaching students to comprehend with the generic structure of recount text that are orientation, events, and reorientation. So that the writer only focuses using THIEVES strategy toward the students comprehend in the generic structure in recount text (orientation, events, and reorientation).

1.4 Formulation of the Problem

Based on the explanation above, the problem is formulated as follow:

1. To what extent THIEVES strategy can improve students reading comprehension of second year students of SMPN 1 Perhentian Raja?

2. What factors influence the improvement of students reading comprehension by using THIEVES strategy at second year of SMPN 1 Perhentian Raja?
1.5 Objective of the Research

Based on the formulation of the problem which posed above, the main objective of the study are:

1. To find out whether the use of THIEVES strategy can better to solve the problem of students reading comprehension.

2. To find out the factors that influence students reading comprehension by using THIEVES strategy.

1.6 Significance of the Research

For the researcher this research is final task to finish the English education. This research can give a practice in developing knowledge and skills in problem solving teaching learning process.

For the English teacher of SMPN 1 Perhentian Raja, the results of the research was expected to help English teachers applying appropriate strategy in teaching text to make teaching learning process will get more understanding about the material, so it will get some improvement quickly.

For the student, it can motivate them to try to reading English text as often as possible, so that they can improve their comprehending in reading. Also, this research may be used by other researcher as a tool to make a comparison of other similar research particularly to compare some methods which are used to improve the students’ understanding of English texts. Finally the teaching learning process will be innovative and effective.
1.7 Definition of the Key Terms

1. **Reading Comprehension** is the essence of reading and the active process of constructing meaning from text (Durkin, 1993).

2. **THIEVES Strategy** (Manz, 2002) are a pre – reading strategy that set the purpose for using reading easily remembered acronym. Students learn how to ‘’steal’’ information from the title, headings, introductions, every first sentence, visual/ vocabulary, ending and summary.