

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is one of the language skills that should be mastered by the students. It is an important language skill that should be developed inside and outside classroom. It is also one of the common ways to get information and pleasure. Reading is a complex skill to require many things, including ability and certain skill. It requires understanding, or comprehending, the meaning of print. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading.

Furthermore, Reading entails both a researcher and a reader. A researcher places his ideas into the page and the reader attempts to comprehend the researcher's meaning and thinks about what he has read. Reading enables people to seek information from variety texts, written or printed information from newspapers, magazines, internet, advertisements, brochures, and so on. Reading is important activity and become more important in this modern era, where the development in every life aspects happens very quickly. As a part of language skills. Reading plays an important role for the success of language learning.

Besides, Reading is an essential skill for all students at all level, by reading, the student are required to be able to read and understand the content of the text well. Reading is ability to draw meaning from the printed page and interpret the information appropriately. Reading is not as easy as people think. Reading is a complex process, so that people faced some difficulties when they

want to get information through reading. Similarly, the students also find some difficulties while reading a text. For instance are, the student get some difficult in drawing the meaning, and they contain of the text. They could not grasp the ideas and answer the question based on the text. It means that they cannot comprehend the text.

In addition, Reading is the fundamental activities to know enough science to concept and to know the language to students this is a bridge to understanding they have to read. As the lack knowledge of English they often encounter difficulties when reading compulsory books written in that language. In order to gain what the people need to know from written language, they have read several reading source such as magazine, novel, short story, religious book, etc.

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There are some problems happen in SMPN 25 Pekanbaru in their English class. Based on the researcher's observation in at SMPN 25 Pekanbaru . The

first factor is that the students are lack of vocabulary. It can be seen from their low score in reading daily test where many students could not understand the meaning of some key words. The students tended to depend on their dictionaries to find the meaning of difficult words in reading text. As a matter of fact, the meaning of certain words from dictionary is not always suitable for the context in where the words are used. In other word, they didn't realize that the meaning of the words really depend on the context. Context can help them find the meaning of the words in the text.

The second factor is dealing with the background knowledge. The students are not accustomed to activating their background knowledge about the text before they start reading. They were not aware of the usefulness of their background knowledge to prepare them for reading comprehension. As a result they did not have mental readiness to come to the text. Third , the students did not know the strategy to find the main idea, reference, and they could not determining or identifying topic, main idea, references, inference, detailed information, social function, generic structure, and grammatical feature.

The fourth factor is reading strategies. The teacher's strategies are not varied. The fact showed that many teachers tend to use the conventional strategy which is mostly teacher-centered rather than students-centered activity. Fifth, As the result teacher did not involve the students much more in comprehending the given texts and the class did not actively participate in reading process. Although teacher asked students to work in group to make them more active in learning process, but she/he did not pay attention whether they are active or not. In short,

many teachers did not try to apply teaching strategy that may involve all of students well and actively.

Strategy in reading is important. Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension. There is one strategy that is believed as good strategy in reading. It is One Stay Rest Stay. It was changed from the original One Stay Three Stay. Today, a variety of this strategy can be found such as One Stay Two Stay, One Stay Four Stay and so on. Such changes, to fit circumstances and styles of teaching and learning which differ on amount of members but the responsibilities of the member are same and they also have similar activities.

Furthermore, One Stay Rest Stay is considered as an effective strategy in teaching reading. Proven by Surjosuseno (2011), One Stay Rest Stay helps students have higher reading achievement. This strategy helps teachers to be more creative and innovative in varying their teaching and also improve students reading achievements. An addition, One Stay Rest Stay is very compatible to enhance students' reading achievement because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group.

The different of this research with other research is in their research aim. The researcher will analyze the result of students' reading comprehension test at

SMPN 25 Pekanbaru, some students still faced problem in reading comprehension in term of determining or identifying topic, main idea, references, inference, detailed information, social function, generic structure, and grammatical feature of the text they read. Having observed the teaching and learning process, it is conclude that the students' problem in reading comprehension at SMPN 25 Pekanbaru are potentially caused by several related factors in teaching and learning process.

Having considered the problems above, teacher needs to apply certain teaching reading strategy that can help the students get better reading comprehension. Based on the theories read from many sources, Visualization Strategy is believed to be a good strategy for teaching comprehension for some reasons. As stated by Mc Laughlin (2003:26) visualization process is helpful to improve students reading comprehension. To do this, the classroom will use two characters from a story and record their thoughts, sketch and write their words inside the portrait. In this strategy the students discuss how they can look at things from different points of view by focusing on examples, introduce the story and explain that while reading and also showing different perspectives should be thought about.

By considering problem above, it will be interesting to conduct a research about the effect visualization strategy to improve students' reading comprehension. The research is entitled "The effect of One Stay Rest Stray toward student's Reading Comprehension of the first year students at SMPN 25 Pekanbaru .

1.2 Setting of the Problem

There are some problems happen in SMPN 25 Pekanbaru in their English class. Based on the researcher's observation in at SMPN 25 Pekanbaru . The first factor is that the students are lack of vocabulary. It can be seen from their low score in reading daily test where many students could not understand the meaning of some key words. The students tended to depend on their dictionaries to find the meaning of difficult words in reading text. As a matter of fact, the meaning of certain words from dictionary is not always suitable for the context in where the words are used.

The second factor is dealing with the background knowledge. The students are not accustomed to activating their background knowledge about the text before they start reading. They were not aware of the usefulness of their background knowledge to prepare them for reading comprehension. As a result they did not have mental readiness to come to the text.

Third , the students did not know the strategy to find the main idea, reference, and they could not determining or identifying topic, main idea, references, inference, detailed information, social function, generic structure, and grammatical feature.

The fourth factor is reading strategies. The teacher's strategies are not varied. The fact showed that many teachers tend to use the conventional strategy which is mostly teacher-centered rather than students-centered activity. Fifth, As the result teacher did not involve the students much more in comprehending the given texts and the class did not actively participate in reading process. Although

teacher asked students to work in group to make them more active in learning process, but she/he did not pay attention whether they are active or not. In short, many teachers did not try to apply teaching strategy that may involve all of students well and actively.

1.3 Limitation of the Problem

There are some problems faced by students in comprehending the reading materials. the researcher limit the research to overcome the problem of 1) Students are lack of vocabulary in reading comprehension (2) the students did not know the strategy to find the main idea, reference, and they could not determining or identifying topic, main idea, references, inference, detailed information, social function, generic structure, and grammatical feature.

1.4 Formulation of the Problem

Due to the limitation of the problem above, the problem is formulated as “ Is there any significant effect of One Stay Rest Stray Strategy towards students’ reading comprehension at the first year students of SMPN 25 Pekanbaru?”

1.5 Objective of the Research

The objective of the reasearch is to find out whether there is or not any significant effect of One Stay Rest Stray Strategy towards students’ reading comprehension at the first year students of SMPN 25 Pekanbaru.

1.6 Needs for the Research

The researcher carries out this research activity in order to meet the following needs:

1. To provide some valuable information to the English teachers about the importance of reading
2. To give information about an alternative strategy that can be implemented in teaching reading.
3. To enhance researcher's knowledge about teaching reading with suitable strategy.

1.7 Definitions of the Terms

In order to avoid misunderstanding and misinterpretation about some terminologies which are used in this title of the research, it is necessary to give the definitions for them as in the following:

1. Effect: Something brought about by a cause or agent or something that produces a specific impression (Mc Knight, 2000:17)
2. One Stay Rest Stray is one of cooperative learning strategy. In this strategy, a group consists of three members. The best size for a learning group will vary, but in most situations the recommended number is two or three. (Wrench, et al. 2009:105).
3. Reading comprehension is the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text (Goudvis and Harvey,2000:24).