CHAPTER I

INTRODUCTION

A. Background of Study

English is the international language for communication. It is a tool for communicating from one country to another country that has different language. It means, English is the one of important languages at the world. Thus, many countries make English as a language that has to be learned.

In Indonesia, English becomes one of the subject that has to be learned by students from kindergarten to university. English has been introduced from kindergarten up to elementary school. The students are just learning about vocabularies. This is differs in junior high school up to university. Besides learning about vocabularies, the students are learning grammar, kinds of text, how to speak in English, how to write paragraph in English and others. In addition, English is the one of subject that should be examined in UN (*Ujian Nasional*) by Education Department.

In learning English, there are four major skills that students have to master, such as listening, speaking, reading and writing. Of those fours skills, reading is the most useful and important skill for people. This is more important than speaking and writing. Reading plays an important role in language learning because it is important to help people understand the meaning of text, gives the input of information, knowledge, an idea to be applied in the speaking and writing. Through reading, people can learn ideas, concept and attitudes,

furthermore, by reading, students can get many vocabularies they need to be applied in speaking and writing.

The importance of reading has been emphasized in in the Qur'an. Which is the ultimate source of guidance for Muslims. The command of reading is the first revelation Qs. Al-Alaq 1-5:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝٣
ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ۝٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝٥

This verse shows the importance of reading for people. Even Allah SWT sent down the *Surah* of *Al-'Alaq* before other *Surah*, which commanded his servants to read before commanding the others. The word *Iqra* which comes at the beginning of the first and third verses of the *Surah* indicates reading as an important tool of learning.

Reading is an active process which consists of recognition and comprehension skill (Patel & Jain, 2008, p. 45). In reading class, most of the reading activities are focused in reading for comprehension. Reading comprehension require the learner to recognize the words in the written texts, understand the meaning of the words/sentences, activate prior knowledge and experience about the topic, use this prior knowledge to infer meaning and support understanding of the text (Light & David, 2012). It means that reading is basic knowledge to learn other skills in English.

Knowing the fact that teaching and learning for reading skill is important, many teaching and learning strategy have been used for making the teaching and learning process more effective (Roestiyah, 2001). Thus, the

strategies in teaching and learning English are important. Teaching strategy is a generalized plan for lessons which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy (Wanska & Lawton, 1977).

The teaching strategy used in teaching reading appropriated with students' need for their achievement in learning reading. The strategy must be easy to learn and make students comfortable on teaching and learning process as mentioned in the hadith that narrated Anas bin Malik:

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، قَالَ حَدَّثَنَا شُعْبَةُ، قَالَ حَدَّثَنِي أَبُو التَّيَّاحِ، عَنْ أَنَسٍ، عَنِ النَّبِيِّ صلى الله عليه وسلم قَالَ " يَسِّرُوا وَلاَ تُعَسِّرُوا، وَبَشِّرُوا وَلاَ تُنَفِّرُوا ".

This hadith shows that our prophet Muhammad p.b.u.h. in teaching of religion *Islam* is making it easier in all circumstances and conditions. His statement, *Yassiruu* – make things easy – it means do those things that are easy and unchallenging. Associated with teaching and learning, there are many strategies in teaching English that can be chosen to help students comprehend the lesson and make the teaching learning process easier. In order to increase the students' ability in learning reading.

Based on the explanation above, the researcher used "THIEVES" (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) teaching strategy for teaching reading. THIEVES is one of strategy to activate the background knowledge. THIEVES is a pre-reading that sets the purpose for reading (Zwiers, 2010, p. 87). In this strategy,

the students easier to find out the information on the text until they get motivation in learning English specially in reading.

The THIEVES teaching strategy is suitable for teaching students which have difficulty to understand the English text. By observation of the researcher at senior high school MA NIPI RAKHA, the students have difficulty in learning reading comprehension, as follow:

1. The students do not understand what they have read due less of vocabulary.
2. The students confuse to understand contain of the text because they don't know the meaning of the text and make them have no interest for English lesson.
3. The teacher and the students only focus on the text and it is happen until the end of learning process.

Many students consider English is difficult and not as their own language. They lose their interest in learning English, especially in reading English text. If the strategy of the teaching is suitable for students they will enjoy learning it. In addition, the way of teacher teaching reading. The teacher asked the students to read, and then did the essays exercise related to the text, after that discussed it together. It made some of students was not interesting to read and they just cheated with their other friends. Automatically, the ability of students to comprehend reading material was low.

The strategy in teaching reading should match with condition of students, teacher, and the activity in classroom. The THIEVES strategy in

teaching reading can help students to be more interest and focus. The strategy is not difficult for teachers to learn and integrate with their current class materials. The teacher does not have to purchase additional materials or go to training sessions outside the school. All teachers are able to teach THIEVES along with their current curriculum.

Based on the syllabus in Senior High School at the second grade students, there are 4 genre of text in reading activities, namely: report text, narrative text, exposition text, and explanation text which are the scopes of English subject in the Senior High School level. The THIEVES strategy can be used for teaching all reading activities, but in this research, the researcher only focused on explanation text.

The researcher proposes the effectiveness of THIEVES strategy in teaching reading comprehension on explanation text can facilitate the teacher and the students to make the teaching and learning process more effective and easier.

Thus, considering the explanation above, the researcher will carry out the research entitled “THE EFFECTIVENESS OF “THIEVES” TEACHING STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE OF MA NIPI RAKHA IN THE ACADEMIC YEAR OF 2018/2019”.

B. Research Questions

Based on the background of the research above, the researcher formulates the problem as follow: Is there any significant effect of using THIEVES strategy in teaching reading comprehension on explanation text at the second grade students in MA NIPI RAKHA in the academic year 2018/2019?

C. Objectives of Study

To find out whether or not THIEVES teaching strategy effective and improve students' reading comprehension.

D. Hypothesis

To know the effectiveness of teaching students in reading comprehension by using THIEVES strategy, the researcher formulates two hypothesis of this research as follows:

H_o : There is no significant effect of using THIEVES strategy in teaching reading comprehension at the second grade of MA NIPI RAKHA in the academic year of 2018/2019.

H_a : There is a significant effect of using THIEVES strategy in teaching reading comprehension at the second grade of MA NIPI RAKHA in the academic year of 2018/2019.

E. Significance of Study

The significance of this research is expected to be useful for increasing the knowledge of the readers, especially teachers and students. It is also useful for teaching reading and will add an alternative strategy for teaching reading activity. Then, this research is expected to bring up creative teachers especially in choosing the materials and strategy that will be applied at the time of reading learning.

F. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Reading comprehension is the one of required materials of teaching English that is given for students. In reading comprehension, the students do not read the text only, but also they want to know about the content of the text (in this thesis, explanation text). From reading comprehension the students can be easy to get meaning from the text so they can create new information from a text that developed by reading a text and own background knowledge to make good comprehension in reading (Diaz & Lynne, 2004).

2. THIEVES Strategy

The THIEVES strategy which stands for Title, Headings, Introduction, Every first sentence, Visual/Vocabulary, Endings and Summary is a reading strategy that sets the purpose for reading using easily remembered acronym. Students learn how to “steal” information in the text what they are read (Manz, 2002, p. 434).