CHAPTER I

INTRODUCTION

A. *Background*

Reading has two meanings in the field of language teaching and learning. It is an activity as well as a skill. Reading depends more on student's mastery of vocabulary, grammar, sentence structure, and how to comprehend the text. It plays an important role in promoting and educating the nation because of the knowledge of students will increase. Considering the importance of reading, shoe bottom states that a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.[1]

As an activity, reading has specific purpose. The main objective of reading is to comprehend the meaning of reading texts. Vaughan and Thompson say" Comprehension is the active process of constructing meaning from the text.[2] The important thing that can help the student's to explore their reading comprehension is ability to arrange the reading material, it's element, and understand interrelationship between it parts. Through reading they can enrich their vocabulary and of course to access knowledge.

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[1]Paul Shoebottom. The importance of Reaing. Retrieved on March 30th 2011.

[2]Shroon Vaughaan and Sylvia Linan-Thomson. Research-Based Methods of Reading Instruction Grade k-3. Aleandria, Virginia USA:Assocation for Supervision and Curriculum Developmen. 2004.p.98.

"*Reading* : Comprehend the written text in form of interpersonal and transactional, formal and informal, in the *kinds of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory, exposition, spoof, explanation, discussion, review, public speaking for academic, popular literature and simple text in the daily life*[3].

Based on the quotation above, it is clear that reading skills needs lot of aspect that must be mastered by students. In this research, the writer focuses on narrative text. Strategies have an important role in teaching and learning process which is used by the teachers who would like to be successful, especially English teacher in teaching English as foreign language. The effective strategy creates good result in teaching and learning process and absolutely we can attract the student's motivation.

To improve the students' reading comprehension of text, it needs appropriate strategy or technique to help them solving their problems in reading. Strategy is intended to achieve a particular purpose. Technique is way of doing something by using special knowledge or skill. Based on Harmer, method is the practical realization an approach[4].

It is corrected by Idol-Maestas For guiding students' probing while reading a story[5]. TELLS is an acronym that prompts students to follow a series of steps:

The first step, students are taught to look at the *Title* and form clues as to what the material is covering. The second step, *Examine*, requires the students to skim the passage for clues about the content of the passage. The third step is to *Look* for important words (e.g., words that are used often). These steps may enhance comprehension because they may activate prior knowledge related to the content. The fourth step is to *Look* for hard words (unknown words) and find their meaning.

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[3] Depdiknas. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta. 2006. p.32.
[4]Jeremy Harmer. *How To Teach English: An Introduction To The Practice Of LanguageTeaching.*England: Longman. 1998. p. 78.
[5] Idol-Maestas, L. 1985. *Getting Ready to Read: Guided Probing for Poor Comprehenders.* Learning Disability Quarterly, 8, 243 – 254.

Knowing the meaning of words is critical for comprehension .During the final step, *Setting*, readers skim the passage for clues about the setting, including places, areas, descriptions, dates, or references to time periods. This activity may enhance comprehension by activating prior knowledge and causing students to form more complex hypotheses regarding the content of the material.

Based on this purpose, the researcher will conduct under the title Improving The Students' Reading Comprehension Through TELLS (*Title, Examine, Look, Look, and Setting)* at MTs As'Adiyah Itterung.

B. Problem Statement

Based on the background above, the writer formulates problem statement as follows: Does TELLS strategy improve the students' reading comprehension at MTs As'Adiyah Itterung.?

C. Operational Definition of the Term

The title of this research is improving the students' reading comprehension through TELLS. To know the definition about it, this research has to mention its definition each word of it follows:

1. TELLS Strategy

    TELLS is an acronym that prompts students to follow a series of steps. The first step is The students study the story (T) Titles. The next step is the students (E) Examine and skim pages for clues. Next, the students (L) Look for important words. After that, the students (L) Look for difficult words. And the last think about the story (S) settings.[6] In this research TELLS Strategy is used to improve students reading comprehension.

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[6]Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties.* USA: A Division of Guilford Publications, Inc. 2007. p. 85.

2. Reading Comprehension

Reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know or grasp ideas with the mind.[7] In this research, it refers to students comprehension on Narrative text.

D. *Objective and Significance of the Research*

1. Objective of the Research

To find out whether TELLS Strategy improve the students' reading comprehension at MTs As'Adiyah Itterung.

2. Significant of the Research

a. These research findings are expected to give the positive contributions to both teachers and students related to the process of teaching reading skill at the students of MTs As'Adiyah Itterung.

b. The research findings are also expected to contribute the development of reading as a whole especially the effectiveness of TELLS Strategy.

E. *Previous Related Research Finding*

The research finds some previous findings that related to this research and it can help the researcher as the literatures in writing this research.

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[7] Danny Brassell and Rasinski, Timothy. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell Education. 2008. p. 15-16.

Belda Susana conducted a research entitled "The Effect of Using SCROL Strategy Towards Students' Reading Comprehension.[8] She included into experimental research. The research used two classes. The first one was experiment class and control class. For experimental class given the SCROL strategy and control class wasgiven conventional strategy. It means that there significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy. From the research above, the design of the research is same with the design of writer's design. The design is Quasi Experimental design and the researcher also invertigates about Reading Comprehension.

Soemarni conducted the research entitle "The Effect Of Using PORPE Method In Increasing Reading Comprehension.[9] She found that the results indicated that reciprocal teaching had significantly positive effect on the students' reading comprehension after being taught by using PORPE method. Soemarni only wanted to find out on how effective was PORPE method in increasing reading comprehension. From the research above the design of the research is same with the design of writer's design. The design is Quasi Experimental design and the researcher also invertigates about Reading Comprehention.

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[8]Belda Susana. "The Effect of UsingSCROL Strategy Towards Students' ReadingComprehension At TheSecond Year of MTs Darul Hikmah Pekanbaru". [Pekanbaru:Unpublished. 2011.

[9] Soemarni. "The Effect Of Using PORPE Method In Increasing Reading Comprehension Of TheSecond Year Students At SLTP N 4 Sabak Auh, Siak". [Pekanbaru: Unpublished. 2007]

Idol-Maestas conducted the research entitle " Using the TELLS prereading procedure to enhance comprehension levels"[10]. developed the TELLS prereading strategy to enhance comprehension. TELLS is an acronym that represents Title, Examine, Look, Look, and Setting. Prior to reading, are taught to look at the *Title* and form clues as to what the material is covering. The second step, *Examine*, requires the students to skim the passage for clues about the content of the passage. The third step is to *Look* for important words (e.g., words that are used often). These steps may enhance comprehension because they may activate prior knowledge related to the content. The fourth step is to *Look* for hard words (e.g., unknown words) and find their meaning. Knowing the meaning of words is critical for comprehension. During the final step, *Setting*, readers skim the passage for clues about the setting, including places, areas, descriptions, dates, or references to time periods. This activity may enhance comprehension by activating prior knowledge and causing students to form more complex hypotheses regarding the content of the material.

These relevant researches which are conducted by previous researchers gave input toward the research conducted by the writer. The first research entitled"The Effect Of Using SCROL Strategy Towards Students' Reading Comprehension" and the second one is "The Effect Of Using PORPE Method In Increasing Reading Comprehension. Finally Idol-Maestas conducted the research entitle " Using the TELLS prereading procedure to enhance comprehension levels.

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[10] Idol-Maestas, L. (1985). Getting ready to read: Guided probing for poor comprehenders. Learning Disability Quarterly, 8,243 – 254.

F. *Conceptual Framework*

Based on the description before, for teaching the goal of this research, the researcher would like to formulate the conceptual framework as follows:
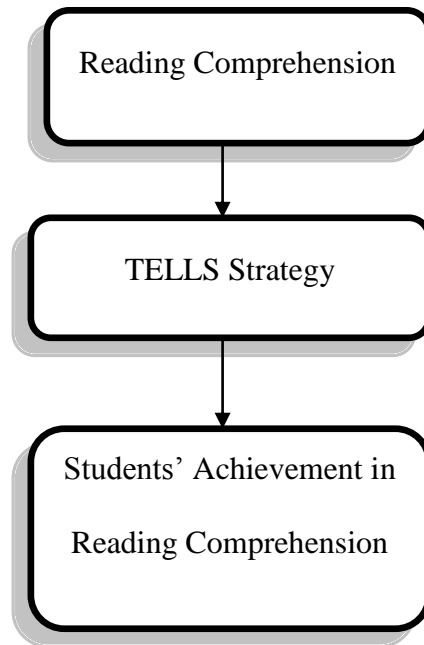
Figure 1.1: Conceptual Framework

On the conceptual framework above, it can be understood that in the input researcher uses reading comprehension then in process the researcher uses TELLS strategy to know students' reading comprehension, this way is expected to be able to improving the students' reading comprehension.

G. *Hypothesis*

In this research, the hypotheses are formulated as follows:

1. H_0: There is no significant improving the students' reading comprehension trough "TELLS" title, examine, look, look, and setting.

2. H_1: There is significant improving the students' reading comprehension trough "TELLS" title, examine, look, look, and setting.

H. Methodology

1. Research design

This research is a pre-experimental research. Pre-experimental design highlights on a single group that will be provided interference. Then, it will be examined to know if the interference causes any changes.[11]. This research focus on one class to know students' achievement. The researcher uses pre-experimental design which consists of pre test, treatment, and post test. The design of this research is as follow:
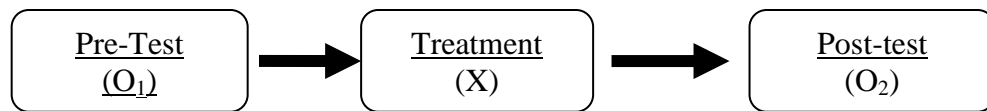
| Pre-Test (O_1) | → | Treatment (X) | → | Post-test (O_2) |

Figure 1.2: Design of Research

Where:

O_1: The result of the student's pre test

X: The treatment through TELLS

O_2: The result of the students post test,[12]

2. Approach of the Research

This research is using quantitative approach. Quantitative approach centralizes on attaining objectivity and precise measurement. Methodologically, this approach intends to prove or disprove the hypothesis.[13]

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[11]Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, p. 69.

[12]Emzir, *Metodologi Penelitian Pendidikan: Kuantitatif & Kualitatif* (Jakarta: Raja Grafindo Persada, 2009), p. 97

3. Location, Population, and Sample

   a. Location of the Research

      The location of this research to a place in MTs As'Adiyah Itterung. This researcher focused on the eighth grade of MTs As'Adiyah Itterung.

   b. Population of the Research

      According to Nana Syaodih, population is defined as the large group that to be scope of the research.[14] The population of the research is the eighth grade students 'of MTs As'Adiyah Itterung in Academic years 2017/2018. It consists of 3 classes. They are class VIII A, VIII B and VIII C. Class VIII A consist of 18 students, class VIII B consist 18 students and class VIII C 18 Students. The total number of population is 54 students.

   c. Sample

      Sample is part of population. The researcher used cluster sampling. This sampling is where the selection refers to the group rather than the individual. So, to get accurate information, the researcher takes one class from the eighth grade students of MTs As'Adiyah Itterung that consists of 18 students.

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[13]Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, p. 87.

[14]Nana Syaodih Sukmadinta, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosadarya, 2005), p.250.

4. Researcher Variables

There are two kinds of variables in this research. They are independent and dependent variables. Independent variable can be defined as the treatment in the research, while dependent variable is the result of the treatment.[15]

a. Independent variable of TELLS Strategy is the important process to which allows the students to share ideas/opinion to improve the reading skills.

b. Dependent variable of the research consists of students' literal comprehension and interpretive comprehension.

5. Instrument of the research

The researcher uses test to asses and examine the students' reading comprehension. The instrument of this research a reading test. The reading test administrated in the pre-test and post-test. The test consisted of 30 essay tests. The researcher choose essay test because the students can comprehend the material while the post-test intended to know the students' reading comprehension.

6. Procedures of Collecting Data

The procedure of collecting data researcher follows the procedure below:

a) The pre-test is given before doing treatments. The purpose of pre-test to measure the students' reading comprehension.

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[15]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods approaches* (4th Ed.; California: Sage Publisher, 2014), p. 217.

b) The treatments are given after giving pre-test. Treatment is held in 6 meetings. The material of each meeting is:

   i. The first meeting the researcher gives warming up. The researcher introduce and explain about TELLS Strategy. After that the researcher gives the story about The Ant and the Dove and asks students to read the text by pair.

   ii. The second meeting, the researcher explain about TELLS Strategy and asks students to read the text about Fox and a Cat by individually.

   iii. The third meeting, the researcher will teaches reading by using TELLS Strategy, the researcher will show the students a story about Timun Emas and asks students to read by group

   iv. Fourth meeting, the researcher will give back the fairy tale using TELLS Strategy. Then the researcher gives text about Romeo and Juliet and asks students to read the text with others.

   v. The fifth meeting, students will be given back reading by using TELLS Strategy about Cinderella. After reading the students are divided into several groups, then the researcher gives some question about the story to know the students' understanding about the story.

   vi. The sixth meeting, the researcher, read a story about The Lion and the Mouse, after which the researcher ask the students to answer some questions that have been prepared by the previous the researcher related to the reading.

c) Post-test

The post-test was given to the students after doing treatments. The result of pretest and post-test was calculated and compared to find out the significance difference of the student achievement in translation before and after the treatment. And also to measure whether the students get improvement in studying reading by using TELLS Strategy.

7. Technique of Data Analysis

a. After collecting data of the students, the researcher will classify the score of the students into the following criteria:

Table 1.1 Scoring Rubric

No	Classification	Criteria
1	Excellent	85-100
2	Very Good	75-84
3	Good	60-74
4	Fairly Good	0-44[16]

b. Calculating mean score, standard deviation and t-test value used SPSS 25 program.

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[16]Anas Sudijono, Pengantar Statistik Pendidikan. (Cet. XV: Jakarta PT. Raja Grafindo Persada, 1992). p.135.