

CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is very important to the students during the teaching-learning process in the class because reading is one foundation for them to study in each subject, especially English subject. According to Geof, something reading is one of the desirable outcomes of all the textual study in schools and elsewhere¹. In other word, reading is desirable outcome for all students as readers in the school. When the students can read, they can easily comprehend and analyze text, especially narrative text. So, the students can comprehend and analyze the text. The students as readers have some experiences, ideas and opinions through reading. Students can also extend their knowledge.

Getting information from a reading text can be difficult if the students can't comprehend what they read. So, reading without comprehension the text is useless. In the words of Tankersley comprehension is the Centre of reading.² During the reading activity, comprehension is the most important point. Reading comprehension is the process of simultaneous extraction and construction of meaning through interaction and involvement with written language. It means that reading comprehension s the

¹ Geoff, *Teaching The Child to Read,* (New York : The Macmilan Company, 2004), 79.

² Tankersley, Karen. *The Threads of Reading Strategies for Literacy Development.* (Alexandria: ASCD, 2019), 90.

process of understanding the text and constructing the meaning through interaction between the reader and the researcher. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text. Based on the prior explanation, the researcher concludes that comprehension is the process in which the reader brings their prior knowledge to interact with the written text.

However, not all EFL learners have good reading comprehension. To obtain valid information the researcher conducted preliminary study by doing classroom observation, interview, and pre-test to check whether students in MTs Tunaswangi have similar problems in reading.³

The results of observation shows that the researcher finally found some problems faced by the students in the eighth grade of MTs Tunaswangi kabupaten Pandeglang, there are some problems faced by students in reading activities in the classroom. The students find difficulties to gain the meaning of the text because the students lack of vocabulary, they feel struggle with unfamiliar words or phrases in the text, making it difficult to follow the story. Therefore, some students have problems in comprehending text to get information.

The result from an interview with an English teacher shows that during reading activities students sometimes lose focus and consequently in the learning process, some students are too lazy to read English text, this happens because the students feel that

³ *The classes an observation was conducted on February 2023 at MTs Tunaswangi kab. Pandeglang.*

English is difficult lesson, they feel learning English so bored, so a lot of them do not like English.

Based on pre-test the researcher gave to the students.⁴ The Minimum Competence Criterion that has been decided for the eighth grade of MTs Tunaswangi kabupaten pandeglang in narrative text is 65. Even so, many students had problem in comprehending the text, there is only 10% of students passed and the rest of students did not pass Minimum Competence Criterion in narrative text.

Concerning the students problems in reading need to be solved comprehensively for the researcher assumes that it need to use effective learning media to improve students reading comprehension on narrative text. Selecting learning media is one of crucial moment for teachers because it will affect weather the students can reach the learning objective or not. Is short, based on previous study and expert opinion the researcher propose TTC strategy as learning media to impress students reading comprehension on narrative text.

Finally, the researcher strongly believes that the title of this study: “Measuring the Effectiveness of Text-Think-Connect Strategy in Increasing Students Reading Comprehension of Narrative Text” deserves to investigate in depth.

B. Identification of Problem

Based on the background of the problem, the student’s problem in reading can be identified as follow:

⁴ *The pre-test was collected on February 2023 at MTs Tunaswangi kab. Pandeglang.*

1. Students lack of vocabulary,
2. Students find difficulties to gain the meaning of the text,
3. Students have problems in comprehending text to get information,
4. Students have lack motivation and interest in reading English because they consider that English as the hardest subject to learn.

C. Formulation of the Study

Based on the background above, the formulation of the study is:

1. How is the students' reading comprehension on narrative text before giving treatment?
2. How is the implementation of TTC strategy in teaching reading comprehension on narrative text?
3. Does TTC have significant effect to impress students reading comprehension on narrative text?

D. The Purpose of the Study

Concerning to the previous limitation of problem that so the study is:

1. To investigate ability students reading comprehension on narrative text before giving treatment
2. To observe Text-Think-Connect strategy in teaching reading comprehension on narrative text
3. To examine the effectiveness of the Text-Think-Connect strategy in increasing students reading comprehension of narrative text in the eighth grade of MTs Tunaswangi.

E. Significant Study

This study has to significantly theoretically and then practically. Theoretically, the finding of the present study is expected to contribute some support to the teaching of reading comprehension. In other words, the finding of the present study is expected to add to and complement the previous studies related to reading comprehension skills, particularly on the significant effect of the Text-Think-Connect strategy in increasing students reading comprehension on narrative text. The findings are further expected to be used as a reference for other researcher, who is going to do similar research.

On the other hand, the result of the research is signified for:

1. As researcher, especially in teaching reading comprehension with narrative texts.
2. The students, as developing an effective reading comprehension strategy, so that their reading comprehension will be improved efficiently and effectively. It also can improve their vocabulary and their prior knowledge of reading. The students may experience different learning atmospheres which can motivate them to read.
3. English teachers, as input for them to use appropriate teaching strategies
4. The following researcher, make comparative documents for their research work related to the research object.
5. Readers who provide references and additional information for applying Text-Think-Connect strategies to learning English.

F. Relevant Study

In doing the research, the researcher found some relevant research that can be based on consideration for the research that focused on teachers' strategies for teaching reading comprehension.

The first study which has relevance with this research was conducted by Mutiara Ningsih, Universitas Sultan Syarif Kasim Riau with titled "Using Think, Predict, Read, and Connect Strategy in Teaching Reading Comprehension of Narrative Text at the State Islamic Senior High School 2 Model Pekanbaru". The research findings show that the analysis of t-test formula, the sig. Value is 0.001, it could be stated that $0.000 < 0.05$. Then, the effect size is 0.2 categorized into large level. The researcher concluded that there is significant effect by using Think, Predict, Read, and Connect strategy on students reading comprehension of narrative text at state Islamic senior high school 2 Model Pekanbaru.⁵

The second, relevant research from Dony Surya, Akhmad Sutyono, and Purna Wiratno, STKIP-PGRI Bandar Lampung with titled "The Influence of Text-Think-Connect (TTC) Strategy Towards Students' Reading Comprehension in Recount Text at the Tenth Grade of SMA Negeri 1 Natar Lampung". The research findings show that H_a was accepted. It was obtained that t-test = 5,78, t- table for $\alpha = 0.05$ was 2.00 and for $\alpha = 0.01$ was 2.66 ($5,78 \geq 2.00 \leq 2.66$). So, H_a was accepted. It has positive influence of using Text- Think- Connect strategy towards students' reading

⁵Mutiara Ningsih, "Using Think, Predict, Read, and Connect Strategy in Teaching Reading Comprehension of Narrative Text at State Islamic Senior High School 2 Model Pekanbaru" (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, 2019).

comprehension. And the average score of students' reading comprehension who learn reading through Text- Think- Connect strategy was higher than who learn reading through direct instruction. It was $67.40 \geq 54.24$. Based on the result above, it is clear that Text- Think- Connect Strategy can improve students' reading comprehension. In experimental class the students were got high scores by applying this strategy. While in control class, the students got lower scores because did not taught by using Text- Think- Connect strategy.⁶

The third, previous study from Mila Nuryani and Emi Rosmiati, IKIP Siliwangi with titled "Improving Students' Reading Comprehension through Think-Pair-Share (Tps) Technique". The research findings show that the authors used the survey method of Classroom Action Research (CAR) and the survey was conducted in three cycles to improve students reading comprehension. The mean score in the first cycle is 59.6, in the second cycle is 67.5 and the third cycle is 7. The mean score of third cycle shows that the think-pair-share technique has succeeded in improving students reading comprehension.⁷

Based on the previous studies, researcher found similarities and differences. In the previous study, subject skill focus on students'

⁶Surya, D., A. utiyono, and P. Wiratno. "The Influence of Text- Think- Connect (TTC) Strategy Towards Students' Reading Comprehension In Recount Text At The Tenth Grade Of SMA Negeri 1 Natar Lampung Selatan In The Academic Year Of 2021/2022". *Journal of English Education Students (JEES)*, vol. 4, no. 1, June 2022, pp. 1-6.

⁷Mila Nuryani and Emi Rosmiati, "Improving Students' Reading Comprehension through Think-Pair-Share (Tps) Technique" (Siliwangi: IKIP Siliwangi, 2020).

reading comprehension. The previous study use two methods of research, there is quasi-experimental research and classroom action research. In this research, the researcher presents quasi-experimental research, the same method as the first and second previous. And the difference with previous studies is not only the time and the place; the sample of previous study was senior high school students, while the researcher was junior high school students. In research design of the researcher far from the third previous but similar with the first and second previous But of course in the detail step and instrument that it is totally different. Then, if the previous studies use Think, Predict, Read, and Connect (TPRC) Strategy and Think-Pair-Share (Tps) Technique, and the researcher use Text-Think-Connect (TTC) Strategy.

G. Hypothesis

Based on the formulation of the study, the researcher proposes hypothesis of this study as follows:

Ha: there is a significant effect of using Text-Think-Connect strategy on the students' ability in reading comprehension.

Ho: there is no a significant effect of using Text-Think-Connect strategy on the students ability in reading comprehension.

H. The Organization of Writing

In this study, the researcher organized this paper as follow:

Chapter I is Introduction. Introduction which consist of the background of study, the identification of the problem, limitation of the study, the formulation of the study, the purpose of the study,

the significant of the study, Relevant study and organization of writing.

Chapter II is Theoretical Framework. This chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist research method, time and setting of the research, the population and sample, the technique of data collecting, hypothesis of the study, and data analysis technique.

Chapter IV is The Result and Discussion. This chapter consists of description of the data, interpretation of data, and the analysis of the research findings limitation.

Chapter V is Conclusion and Suggestion. It consist conclusion and suggestion.