

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

The industrial revolution 4.0 brought rapid changes to the world of education. The development of technology is currently the use of language is becoming increasingly important and popular in various fields Chang et al., (2015). The ability to read comprehension plays a major role in knowing the information that will be conveyed by technology to the reader so that it has a great influence on the development of today's learning (Jin & Qi, 2018). Learning to read must support the basics for understanding a text that is able to provide understanding to readers so that readers do not have difficulty in answering and explaining the information they get (Kurniaman et al., 2018). Reading is one thing that cannot be separated from the world of education. For this reason, students are required to understand and understand what reading is. This is all because in every aspect of people's lives, reading activities will be involved more and more often. With this reading can add to the knowledge of student control both among education and among the community (Pahrurrazi, Kurniaman, & Alpusari 2018).

Weaver (2003) states that reading is process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/ information (or misinformation, absence of information), strategic for processing text, moods, fears, and joys all of it. Alderson (2000) says that reading is for many people, an enjoyable, intense, private activity, from which much pleasure can be derived, and which one can become totally absorbed. Pang (1986) states that

reading is about understanding written text. It is a complex activity that involves both perception and thought. Furthermore, Moreillon (2007) says that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of that they are going to read before them actually to do so.

Grellet (1981) said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got). In additions, the purpose of reading according to Grabe & Stoller (2002) has been classified into four purposes; they are, 1) Reading to search for simple information and reading to skim, 2) Reading to learn from text, 3) Reading to integrate information, write, and critique text, 4) Reading for general comprehension. Reading comprehension is a good way to develop and understand English. Students should be able to read English text accurately and quickly for reading comprehension. In reading comprehension, students seek information about the book's substance rather than just reading the text itself. Students need to have a specific goal before reading in order to become excellent readers. Students' knowledge and comprehension of the material covered in the text are anticipated to be enough for reading comprehension. It implies that a substantial amount of information from a text must be taught to the students.

Students must therefore have the ability to comprehend and retain both the text's core concepts and the various details that support and expound on them. They also need to link the text to their knowledge base.

However, in practice, demonstrating reading comprehension is not something that can be done easily or used in English learning and teaching. Problems can be caused by two factors. The first factor, students have bad word recognition is the most common problem of students, so they must know and remember the meaning of words to understand the text. Students sometimes read without understanding the text being discussed. These two factors can result in students who lack motivation and who are presented to less engaging content, which saps their excitement and limits them from learning a range of subject. In addition, the strategy used is not quite right. Generally, teachers do not make students the center. Teachers often read texts and translate texts, so students do not have any activity other than listening to their teachers. This condition makes students bored and the process of learning to read becomes not smooth. Under this situation, students experience boredom and struggle to increase their reading comprehension.

In senior high schools, similar occurrences were also discovered, one of which being SMA Negeri 1 Palas. According to the researcher's observation during Teaching Practice Program, even when given a lot of time, the majority of students still struggle with reading and comprehension. They lack the capacity to comprehend and identify ideas in texts written in English. Students occasionally understand the meaning of the words in a text, but they still struggle to convey the main idea or information in a paragraph. It is challenging to teach and learn reading to most of them, since they are unable to produce thoughts from reading texts.

In addition, based on the results of the few interviews conducted with teachers from SMA Negeri 1 Palas, it was stated that students at that school needed to improve

their reading comprehension skill, especially in learning English. The lack of interaction between students during the learning process is one of the students' problems in achieving optimal learning outcomes. Researcher believes that students at these schools have high academic potential that needs to be improved. Numerous teaching techniques can be used in the teaching- learning process to facilitate student comprehension of the lesson and ease the teaching-learning process.

There are also various methods for teaching reading comprehension. Utilizing the THIEVES strategy is one of them. It can facilitate understanding and strengthen the reader's background knowledge. In other words, the reader is motivated to learn more about the information being read. Gusvianti & Tiarina (2012) stated that THIEVES is an alternative way in reading a book with special steps and give some benefits in reading activity. Manz (2002) stated that "THIEVES is a pre reading strategy by using easily acronym to remember". Students learn how to "steal" information from each acronym of THIEVES. The "THIEVES" (Title, Heading, Introduction, Every First Sentence, Visual/Vocabulary, End of the Text, and Summary) reading approach is one that researcher introduced. The THIEVES Strategy teaches students how to "steal" knowledge from the title, headings, introduction, every first line, visuals and vocabulary, the end of the text, and the summary before they begin reading a chapter of a textbook. With this method, children can more easily learn information from the text. The goal of this method is to engage students interested in learning English, especially reading, by giving them the option to research facts before reading. To improve students' reading comprehension, the researcher needs to explore more deeply for senior high school students on how they face learning related to their readiness to understand several

types of text, including descriptive text. The researcher wants to use the THIEVES strategy to improve reading comprehension after realizing the issues mentioned above.

## **1.2 Research Questions**

The background of the research is formulated into the following questions:

1. Can THIEVES Strategy improve the students' reading comprehension in descriptive text at eleventh grade of SMA Negeri 1 Palas?
2. How is the implementation of the THIEVES Strategy in teaching reading of descriptive texts to the eleventh-grade students of SMA Negeri 1 Palas?

## **1.3 Research Objectives**

The aims of this research are:

1. To find out whether students' reading comprehension in descriptive text can be improved by applying THIEVES Strategy at eleventh grade students of SMA Negeri 1 Palas.
2. To find out the implementation of THIEVES Strategy in teaching reading of descriptive texts at eleventh grade students of SMA Negeri 1 Palas.

## **1.4 Uses of Study**

The purpose of this study is to provide knowledge and data that may be used to society, particularly in the field of education. As a result, this research has the following theoretical and practical applications:

### **1.4.1 Theoretically**

This research can be used as a reference for another researcher that wants to conduct this study with a similar topic. Furthermore, the information in this research can help the other researcher as additional information for their research.

### **1.4.2 Practically**

#### **1. For Students**

To improve students' skill in learning reading comprehension and have good reading after they learn THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy.

#### **2. For teachers**

As a source of knowledge for English teachers to enhance the effectiveness of the language teaching and learning process.

#### **3. For Researchers**

It can be utilized as a source of data for additional, related studies, and the researcher can use it to get fresh insights into the teaching and learning process and English proficiency.

## **1.5 Scope of Study**

The researcher needs to limit the research of the second-year students of SMA Negeri 1 Palas in the academic year 2022/2023, so that the task can be deeply examined. The researcher only focuses on student comprehension and the implementation of the THIEVES Strategy (Title, Title, Introduction, First Every Sentence, Visuals/Vocabulary, End of Text, and Summary) on students' reading comprehension. Data collection was carried out using the qualitative method and using the classroom action research design. This research used test and observation

as the research instruments. The samples of this study were students of class XI Science 1 with a total of 35 students in the academic