

# **CHAPTER I**

## **INTRODUCTION**

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### 1.1. Background of the study

Realizing that reading can play an important role in the development of a country, the Indonesian government draws up a regulation that English, as a foreign language, is one of the compulsory subjects at Senior High School and its teaching puts much emphasis on the reading skill as the objective of teaching English in SMA.

With this emphasis, it is expected that graduates of Senior High School will have a good reading skill, so that they will not get difficulties in comprehending reading texts. However, the result is still far from the expectation. Many SMA graduates lack the ability to comprehend English texts, they are still very poor in reading English texts because they think that reading is a difficult task and most of them are not interested in reading. Considering the fact above, English teachers should make the students realize that reading is not something difficult but it is something interesting. Therefore, as teachers, we have to make

our students able to read many books on their own and with a feeling of pleasure.

Using English magazine articles as reading materials is helpful to get rid of the students' boredom. Furthermore, it also increases students' knowledge and information as a magazine consists of articles, stories, poems, humors, pictures, puzzles, etc. which are factual, fresh, and up-to-date. And, of course, those kinds of topics will enhance the students' motivation and interest to read more and more. Besides, most of those topics convey "today's thought" that can be found in the students' daily lives. As explained by M'Barek Ahellal (1990:37) that magazine plays a positive role in motivating the learners, because its topics are found in the students' daily lives.

The students' ability in getting information will be influenced by the technique they used. Therefore, in this study, the writer suggests the Pre-Whilst-Post reading technique and SPARC technique to be used.

Finally, giving a good technique is also important since both of them will give a great influence on the students' motivation in reading.

### 1.2. Statement of the problem

The writer would like to answer the following question: "Does SPARC reading technique better than Pre-Whilst-Post reading technique in teaching English magazine articles as supplementary reading material on the reading comprehension achievement?"

### 1.3. The objective of the study

This study aims to investigate whether SPARC reading technique better than Pre-Whilst-Post reading technique in teaching reading comprehension using magazine articles as supplementary reading material?

### 1.4. The significance of the study

This is essential to carry out because the writer hopes that this thesis can help SMA English teachers to create a new and interesting atmosphere in order to motivate the students to learn and to read any other material in their own. If the students are motivated or interested, they may be willing to read and practice more to improve their comprehension ability. It is also expected that this study will be of some help in forming broad-minded and well-informed students since

magazine articles contain more knowledge and information which sometimes are not found by the students in their textbooks. Hopefully, by using English magazine articles the teaching learning process will become lively and the students will be active participants in the reading class.

#### **1.5. Scope and limitation of the study**

This study is limited only for first year students of senior high school because they are expected to have enough ability to read English magazine articles consisting of more or less 4.000 vocabularies.

#### **1.6. Hypothesis**

According to the metacognitive theory, awareness of reading purpose is the key role to effective, independent reading. Some reading experts suggest that providing students with objectives before they read to learn will enhance that learning. If these students know what they are expected to learn, they will tend to pursue their learning more systematically. Therefore, the SPARC reading technique gives better effect to the students' reading comprehension. It was then

hypothesized. This hypotheses is then tested using the following hypotheses:

**a. Null Hypothesis (Ho):**

There is no significant difference in the reading achievement of students who are taught using Pre-Whilst-Post reading technique and the reading achievement of students who are taught using SPARC technique used by the school teacher.

**b. Alternative Hypothesis (Ha):**

There is a significant difference in the reading achievement of students who are taught using Pre-Whilst-Post reading technique and the reading achievement of students who are taught using SPARC technique used by the school teacher.

### **1.7. Definition of key terms**

In order to enable the readers to understand the meaning of the terms presented in this study, the writer provides the definition of the key-terms as follows:

a. Magazine article

According to the Advanced Learner's Dictionary of Current English, a magazine is a paper-covered (usually weekly or monthly, and illustrated) periodical, with stories, articles, etc. by various writers. While a magazine article is a piece of writing, complete in itself, in a magazine.

b. Supplementary material

According to Dick and Carey (1978:127), it refers to modules which are self-contained or self-instructional units that have integrated themes, provides students with information needed to acquire specified knowledge and skills, and serve as the components of a total curriculum.

c. Reading comprehension

According to Mark A.C. and Sandra Silberstein (1979:6) reading for thorough comprehension is reading in order to master the total message of the writer, both main points and supporting details. Thus, from the above statements, the writer concludes that reading comprehension

means recognizing relationships of elements of the text, understanding ideas presented by the author and getting the message of the text.

d. Pre-Whilst-Post reading technique

It is a technique that consists of:

Pre reading activity is the activity before students read the text.

Whilst reading activity is the activity while students read the text.

Post reading activity is the activity after students read the text.

e. SPARC technique

A reading technique that has five steps. Those five steps are:

(S)= Surveying

(P)= Previewing

(A)= Asking questions

(R)= Reading to find the answer

(C)= Checking comprehension

## 1.8. The organization of the thesis

This thesis consists of five chapters. Chapter one is the Introduction. Chapter two is Review of Related



Literature. Chapter three is Research Design and Methodology. Chapter four is the Analysis and Interpretation of the Findings. Chapter five is about Conclusion that consists of Summary and Suggestion.