

**THE EFFECT OF APPLYING THE TALK-TO-THE-TEXT STRATEGY
ON READING COMPREHENSION OF NARRATIVE TEXTS
OF EIGHTH GRADE STUDENTS AT SMP N 17 BINTAN**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain
Strata One (S1) Degree*



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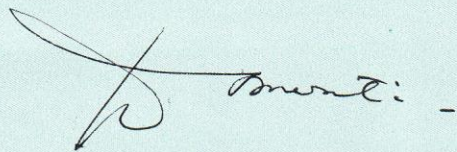
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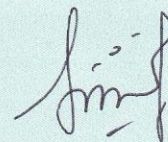
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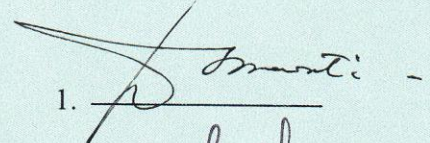
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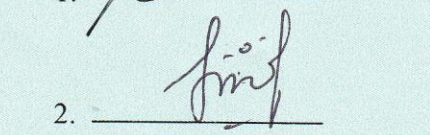
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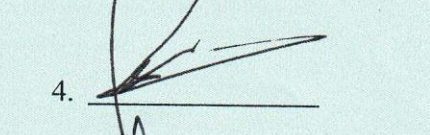
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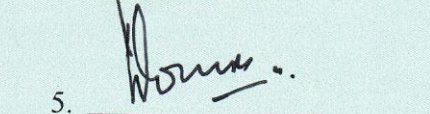
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ABSTRAK

Yonata, Fadhila. 2015. "The Effect of Applying the Talk-To-The-Text Strategy on Reading Comprehension of Narrative Texts of Eighth Grade Students at SMPN 17 Bintan". *Thesis*. Padang: Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian eksperimen ini bertujuan untuk melihat apakah penggunaan strategi *Talk-To-The-Text* memberikan pengaruh yang signifikan terhadap pemahaman siswa dalam membaca teks. Populasi penelitian ini adalah siswa kelas VIII SMPN 17 Bintan tahun ajaran 2014/2015. Sampel penelitian ini terdiri dari dua kelas yaitu VIII B sebagai kelas eksperimen dan VIII A sebagai kelas kontrol yang di pilih secara acak dengan menggunakan *cluster sampling*. Kedua sampel di berikan tes awal berbentuk tes pemahaman berbentuk pilihan berganda untuk memastikan kedua sampel memiliki kemampuan membaca teks naratif yang sama. Pada saat pembelajaran membaca teks naratif, siswa pada kelas eksperimen diajar dengan menggunakan Strategi *Talk-To-The-Text*, sedangkan kelas kontrol diajar menggunakan strategi *retelling*. Strategi *Talk-To-The-Text* adalah strategi membaca yang mengharuskan pembaca membuat respon tentang teks yang berupa menjawab pertanyaan berdasarkan panduan pertanyaan, memvisualisasi isi teks, dan menghubungkan isi teks dengan pengalaman. Respon tersebut di tulis pada *sticky notes* yang nantinya akan digunakan sebagai sumber dalam diskusi kelompok. Di akhir penelitian, siswa diberikan *post-test* berbentuk tes pemahaman membaca berbentuk pilihan berganda yang hasilnya digunakan sebagai data penelitian. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan hasil analisis statistik dengan menggunakan rumus *t-test*, ditemukan bahwa nilai *t*-hitung sebesar 2,99 sedangkan *t*-tabel sebesar (1,68), yang berarti $t\text{-hitung} > t\text{-tabel}$ pada taraf signifikansi 0,05. Dengan demikian, hipotesis nol ditolak dan dapat disimpulkan bahwa penggunaan strategi *Talking-To-The-Text* memberikan dampak yang lebih baik secara signifikan terhadap pemahaman siswa dalam membaca teks naratif pada siswa kelas VIII di SMPN 17 Bintan.

Kata kunci: *Talking-To-The-Text*, pemahaman membaca, teks naratif

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Padang, January 2015

The writer

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CHAPTER I

INTRODUCTION

A. Background of the problem

Reading can be identified simply as making meaning from print (Anderson, 2008:2). In creating the meaning, there is a process in readers' mind involving recognizing the words and connecting information from text to their background knowledge before generating the meaning. Reading by getting meaning is known as reading comprehension. This occurs when the readers read information from the text and recall their knowledge or experience related with text to construct meaning. In reading with comprehension, the use of comprehension strategy is crucial since the strategy helps readers in comprehending the text. This statement affirms the idea from Duke and Block (2012:66) that comprehension strategy is a strong predictor of reading comprehension. In short, reading comprehension strategy becomes important since it influences reader's comprehension about the text.

This research is concerned about reading comprehension of English Foreign Language (EFL) students in Junior High School since reading as a one way to gain knowledge in learning English. Indeed, reading is taught at school based on the curriculum. In Indonesia, the government has applied 2013 curriculum to change former KTSP curriculum on 2013. Since not all of schools in Indonesia are ready to apply this current curriculum, the government only applies in several schools as pilot schools. Based on that curriculum, students of Junior High School are taught to read

bycomprehending two kinds of texts. They are functional and monologue text. Functional text is a short text that helps readers to perform or function in daily life. It is presented in the form of letter, invitation, advertisement, announcement, and etc. On the other hand, monologue text is a piece of writing in which the writer presents information, explanation and point of view to the readers. For Junior High School, monologue text consists of five genres, namely procedure, descriptive, recount, report and narrative.

The researcher had done preliminary study and interviewed teachers and several eighth grade students at SMP N 17 Bintan in collecting information about reading comprehension of narrative text. Based on the preliminary study and interview with twoeighth grade English teachers at SMP N 17 Bintanon May 25th2014, it was found that students' reading comprehension was low. It leads to the facts that students' scoreswere only about 30 to 50% of eighth grade studentsget more than 70 or standard scorewhen they answered the comprehension questions following the text given to them.The scores ware based on the examination result from an eighth grade English teacher at SMP N 17 Bintan.

Additionally, related to the interview with some students, many students perceived reading narrative texts as a difficult one since they hardly comprehended what the texts were about although they were able to read them. Moreover, based on observation in the school and interview with the teachers and some students, the researcher foundthere are some factorsthat affected students' reading comprehension scores especially in narrative text.

The factors are vocabulary, conceptual or prior knowledge toward the topic of texts, and comprehension strategy that focus on narrative-structure used for reading. These factors also confirm with argument from Duke and Block (2012:66) that vocabulary, conceptual and content knowledge, and use of comprehension strategies become obstacles in improving reading comprehension.

The first factor is the students have lack of vocabularies. Most of Junior High School students have limited vocabularies. In fact, vocabularies play an important role in comprehending what students read. When a student gets confused in a word or phrase in a narrative text, they may not be able to understand the whole meaning. In the other word, vocabulary holds an important role toward students' reading comprehension in narrative text. Sedita in Al-Darasyeh (2014:1109) asserts that there is strong relationship between vocabulary knowledge and reading comprehension because word knowledge determines how well students will be able to comprehend the texts they read.

As well, a lack of prior knowledge about topic of the text affects students' reading comprehension. Prior knowledge or background knowledge is in the mind for saving what we know about a particular concept. Moreillon (2007:19) argues that background knowledge becomes important for reading comprehension because readers connect new information with prior knowledge before they integrate and organize the new information. New information will be constructed to create meanings by recalling prior

knowledge that is related with information from the text. Knowledge of the topics has an important role in influencing students' reading comprehension in narrative text. Thus, when students are facing new topic, they need more time to understand the texts.

Another factor that affects reading comprehension is less of alternative comprehension strategy in reading narrative text taught by the teacher in the classroom. Strategy that promotes students to focus more on text structure influences reading comprehension. Therefore, reading strategy has important role for learning in the classroom. As the matter of the fact, based on the researcher preliminary study in SMPN 17 Bintan, teachers as facilitators rarely trained students with various reading comprehension strategies that could be applied to improve students' reading comprehension, especially strategy that engages students with narrative structure. Teachers actually have applied some classroom strategies, such as discussing, retelling, reading aloud and so forth. However, the students need more alternative strategies which enhance their knowledge about narrative-text structure to help them understanding the texts.

Some researchers have studied about factors that influenced reading comprehension. EFL reading research has long been interested in various aspects that affect reading comprehension especially reading strategies. The main focus of this research is to determine how reading strategies contribute to effective reading and how teachers can incorporate these strategies into reading instruction. They have studied about reading strategy toward students' vocabulary, background knowledge, and comprehension strategy that focuses

more on text structure for improving reading comprehension. They found that some reading strategies might give solution in the way to improve vocabulary, to enrich prior knowledge, and also to improve reading comprehension.

Firstly, researchers had done the study and concluded reading strategy fostered acquisition of new vocabulary. They were Brabham and Lynch-Brown in Duke and Block (2012:63) applied read-aloud and encouraged discussion of vocabulary terms. The result showed students demonstrated higher vocabulary knowledge.

Further, study that is related with the effect of prior knowledge toward reading comprehension also has been researched by Vitale and Romance in Duke and Block (2012:63). They applied science IDEAS model which applied reading of age-appropriate text along with hands-on activities to develop knowledge of specific science content. The result showed that the model had positive impact on science achievement.

Further, several researches which are related with reading strategy had applied some reading strategies that more focus on text structure to enhance students' reading comprehension. One of them was Zwica and Gomez (2008) who had done the research about applying annotating strategy to support learning in teaching and learning science. They used this strategy to make students comprehend in reading science materials better. This strategy required students to write important information while reading by marking up the text within the text. By marking all important parts of the text, such main

idea and supported details, it helped students to understand the meaning of the text.

Based on the previous study, the researcher also wanted to apply other reading strategies that require students to focus more on text structure. One of strategies is Talk-To-The-Text strategy. This strategy also requires students to do writing activity while reading a text. This strategy is an active reading strategy in whilst-reading activity that readers write main ideas, opinions, inferences, questions and visualize on sticky notes based on the texts. This strategy may affect students' reading comprehension because it is modeled by requiring the students to record, reflect what they have read, and to write their responses and then use their responses on sticky notes to generate discussion about text content and reading process (Vazquez et al., 2010:74). By combining reading and writing activity perhaps students understand more what a text is about.

Moreover, Talk-To-The-Text helps students to read the text more detail because a text is divided into chunk (certain part or pieces of text) before being delivered. The whole part of a text is not given in a same time. The students are required to read a certain part in a text first, and then write their responses in sticky notes. Later, it helps them to remember important information from their reading accurately. To help students in creating responses, teachers can offer some prompts or questions guide that guide them to start writing later.

Considering the activity offered by Talk-To-The-Text, the researcher expected this strategy would give significant effect toward students' reading comprehension. It is expected that Talk-To-The-Text helps students understand each part of narrative text. By asking questions to the text, such who the characters are, when and where the story takes place and also what the moral message is, it is expected that students will understand each component of the text.

B. Identification of the Problem

Based on the background above, the problem was low ability of students' reading comprehension especially in facing monolog texts based on the reading comprehension test score. From recent researches, the factors that influence reading comprehension have been solved by applying some reading strategies. Related to the background of the problem, there are some researchable topics. First, the effect of applying reading strategy in improving vocabulary; the effect of applying reading strategy in helping students to enrich prior and content knowledge, and the effect of applying particular reading comprehension strategy in giving significant effect toward students' reading comprehension.

C. Limitation of the problem

In accordance with identification of the problems, the research was limited to the effect of applying reading comprehension strategy in giving significant effect toward reading comprehension. The researcher applied one

of reading strategies. In this case, it was Talk-To-The-Text strategy to see whether there is a significant effect toward students' reading comprehension. The research was in SMPN 17 Bintan. Based on the curriculum of 2013, Junior High School students start learning monolog text in eighth grade and the text is narrative text. In this case, the kind of narrative text is fable text.

D. Formulation of the Problem

Based on the problems stated before, the problem was formulated by the following question: Does teaching reading by applying Talk-To-The-Text strategy give significant effect toward eighth grade students' reading comprehension in narrative text at junior high school students in Bintan?

E. The Purpose of the Research

The purpose of this research was to find out whether teaching reading a narrative text to Junior High School students in Bintan by applying Talk-To-The-Text strategy would give significant effect toward students' comprehension in reading narrative text.

F. The Significance of the Research

It is expected that this research can give contribution to the English teaching and learning both theoretically and in practically. Theoretically, this research is useful to provide information to other researchers as an additional source to conduct other studies related to reading strategy in the classroom. Practically, this research is expected to give contribution to the teachers and students. For the teachers, this research may improve their knowledge in

processing and presenting teaching strategies and materials. Furthermore, it can be an alternative reading strategy for students while they are reading.

G. Definition of the Key Terms

1. Effect is the result of a particular influence (Cambridge dictionary). In this research, it is the result after implementing Talk-To-The-Text strategy toward students' reading comprehension especially in reading narrative texts.
2. Talk-To-The-Text strategy is the strategy in teaching reading that requires students to write down their response by using prompts or questions guide for Talk-To-The-Text based on what they have read in sticky notes or paper while they are reading (Vazquez et al., 2010:74).
3. Retelling strategy is the strategy that involves asking students to recall or reconstruct the essential information from the text after they have read it or heard it (Gibson et al., 2003).
4. Reading comprehension is a process of understanding a written text where the readers convey their previous knowledge or experience on a topic and relate it to information in the text (Kode in Grabe, 2009:14).
5. Narrative text is a text which contains a story that entertains the reader. There are several narrative text types, include adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, stories which raise dilemmas, and traditional tales. Further, in traditional tales or folk tales, they consist of myths, legends, fairy tales and fables (The Hongkong Institute of Education, 2008). In this research, fables will be chosen as the source of narrative text based on the current curriculum for eighth grade.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The finding of the research by testing the hypothesis that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the data analysis in the previous chapter, it can be concluded that Talk-To-The-Text strategy gave better effect toward comprehension of grade eight students at SMP N 17 Bintan registered in 2014/2015 academic when reading narrative texts.

The researcher also found that by applying Talk-To-The-Text strategy in the classroom, it could gain students' interest. Further, prompt that was used in Talk-To-The-Text strategy could help students to be more focus on the essential information from the text. The using of sticky notes in Talk-To-The-Text strategy could be used as sources to make a discussion about the text.

B. Suggestions

Based on the research that had been done, it has been proved that the use of Talk-To-The-Text strategy give better effect toward students' comprehension in reading narrative texts. Therefore, there are some suggestions to English teachers and the next researchers who wish to conduct a research about Talk-To-The-Text strategy. The suggestions are as follows:

1. It is expected to teachers to apply Talk-To-The-Text strategy as reading strategy for students in reading especially in narrative text to help them focus on essential information from the text.

2. It is expected that in applying Talk-To-The-Text strategy, students need more time to be familiar with the strategy. Thus, this is teachers' role to give more practice time to make this strategy becomes effective one.
3. The research was conducted for narrative text. For the next researcher, since Talk-To-The-Text strategy can be applied in different genre, it is suggested to research in other text genres to help students in comprehending texts since for narrative text this strategy has been success to give effect toward students' reading comprehension.

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