

CHAPTER I INTRODUCTION

1.1 Background

Reading is a crucial skill be mastered by the students in addition to listening, speaking, and writing. Since reading activity is a tool for the students to acquire information and knowledge from printed material in which most of knowledge and science are found from it, It indicates that the kids can readily understand and grasp the text's meaning. For this, students can broaden their knowledge and acquire additional information by reading, both of which will benefit them.

As part of teaching reading comprehension, teachers assist students in understanding various texts. The pupils must comprehend the text's meaning and communicate that information to others using their own words. Students who can read and understand material will have no trouble responding to questions. Additionally, kids can add new words to their vocabulary by using the text to help them identify concepts and information they are looking for.

According to Seyler(2004:3), reading is a process of obtaining meaning or constructing meaning from words or cluster words. It indicates that this activity materials. Based on the opinion of Sayler, Reading is the ability to extract meaning from a text and build that meaning word by word with the goal of understanding the message and information.

There are some problems occur during teaching reading. First, the student difficult to capture and recall the ideas of the text, the students just read word by word, sentence by sentence and fail to grasp the meaning of the text reading. The second, problem is related to the teachers' strategy.

Usually in teaching reading comprehension, the teacher only give the students text and ask them to read the text personally or group, after that the teacher gave some questions to the students and ask the students to answer the questions. The teacher didn't try to activate the students' prior knowledge about the text and provoke the students' background about the text. This strategy always continues in each teaching reading process. As the result, those strategies make students feel bored in learning.

Based on description above, the writer inspired to conduct a research under the title “The effectiveness of using Text Rendering Strategy in teaching students’ reading comprehension at the eight grade of SMP Kristen Rantai Damai”

1.2 Problem statement

Based on the explanation in the background above, the writer formulates problem statement namely “Is the use of text rendering strategy effective in teaching students’ reading comprehension at the Eight Grade of SMP Kristen Rantai Damai?”

1.3 Objective of the Research

Based on the problem statement above, the writer formulates the objective of this research namely “To find out the effectiveness of using text rendering strategy in teaching students’ reading comprehension at the Eight Grade of SMP Kristen Rantai Damai.

1.4 Significance of the Research

The result of the research is expected to be useful information for the teachers to find out the good method and solve the difficulties faced by students in reading and also as reference for next research. Beside that it can also improve the students’ ability in learning reading and it will be useful for the readers to improve their knowledge in learning and teaching reading skill.

1.5 Scope of the Research

The writer focused to know the effect of using Text Rendering Strategy in teaching students’ reading comprehension through narrative text.

1.6 Operational Definition

1. Reading comprehension is a difficult process that requires the reader to employ information-finding skills, which necessitates that the reader be able to understand the meaning of written words.
2. A narrative text is one that amuses, entertains, and deals in various ways with real or imagined experience.

3. Text rendering approach that breaks down texts and enables pupils to predict outcomes based on the significance of the text

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading

a. Definition of Reading

According Grellet (1998:7), Reading involves ongoing inference since what one brings to the text is frequently more significant than what they discover there. According to Hornby (in Rahmani, 2012:4), reading is defined as a person's behavior in the Oxford Learner's Dictionary. Reading is a mental picture of the significance of something, and reading is the act of measuring with meters or comparable instruments.

Reading is an activity that incorporates auditory (hearing) and visual (observing) components, according to Ana Widyastuti (2017:2). Reading ability develops as children love handling or turning the pages of language books, which are their primary means of expressing their wants, needs, and desires.

According to Romipez (in Wiwik, 2014:4), Reading can involve many different kinds of texts. This text may have been adapted from plays, short tales, essays, poetry, and novels, among other works of literature. Reconstructing meanings sent by a researcher at a remote location or time is a common part of this process. Reading involves both readers and researchers working together. The reader understands the researcher's notion after it is delivered to them in written symbols. Reading is an interactive cognitive activity that interacts with printed words and uses auditory and visual monitoring to establish meaning. Reading is a brain and eye activity, according to Harmer in Hasanah (2013): 4. The brain must decipher the meaning of the communication after the eyes have received it.

b. The purpose of Reading

When we read a printed document, our goal is to learn something new, pass the time, or amuse ourselves. The sort of reading and pertinent reading abilities to be used will often be determined by the purpose.

According to Relent (in Puspyta, 2010:5), there are two main reasons why someone read, they are:

1) Reading for enjoyment

Reading for enjoyment focuses on topics that are important to people, such as love, ambition, family, life, loyalty, self-reliance, heroism, world peace, the good life, etc. Its goal is to make reading for pleasure more enjoyable for the reader while also expanding his emotional life and honing his sensitivity to life's values.

According to Markhelffels (in Puspyta, 2010:5), there areThe four main goals of reading are knowledge acquisition, idea involvement, issue solving, and relaxation.

The reader must be able to comprehend what is being read, connect it to prior knowledge, look beyond the judgment application and conclusion, and project, according to the four purposes of reading listed above.

2) Read for information

Reading for general information requires the ability to focus just on the text's major ideas. The kids are not interested in learning the material that is presented in the text because it is uninteresting. Therefore, selecting a read material is crucial if you want your students to learn. This category of reading includes books on subjects that are typically classified as nonfiction, such as science, social studies, current events, personal perspectives, technical subjects, and the arts. In addition, Grellet (in Puspyta 2010:5), stated the reading is alone to obtain information out of the text in order to get general ideas of what is the text about. Reading to learn something is to learn something that we need to know. To learn information that cannot serve as a function for us, read something.

c. Kinds of Reading

There are kinds of reading:

1) Reading aloud

Reading aloud is a reading process where the readers read with the production voice loudly. The reading aloud can make the other people can hear what the readers read.

2) Silent reading

Silent reading is kind of reading where the readers read with the not production voice loudly. Silent reading means too that reading by heart.

3) Quick reading

The ability to read texts quickly is a prerequisite for the reading style known as speed reading. A reader must be able to comprehend the ideas in the text in addition to reading quickly.

d. Reading Fundamentals

According to Harmer (2007:101), there are six basic concepts of reading:

1) Encourage children to read as much and frequently as they can

The better, the more the students read. Every effort should be made by the teacher to encourage students to read broadly, if not more so than intensively. Discussing this issue with kids is a fantastic idea.

2) Students must be interested in the material they are reading.

When students read extensively outside of scheduled lesson times, they should do so with joy; that is, the teacher should work to make reading as enjoyable as possible for them. The teacher does their best to make sure that the pupils are interested in the subject of a reading text and the tasks they are required to complete while reading it.

3) Instruct children to respond to a text's substance

It is crucial for students to read texts in class so that they may analyze the language used, the amount of paragraphs present, and the frequency with which the students utilize relative clauses. The teacher must provide an opportunity for students to respond to that message in some way. The students' right to express their opinions on the subject is extremely crucial.

4) A key component of reading is prediction.

Before beginning to read, the reader has a good sense of what will be in the text. By reading the book cover, the headline, and the web page number, the reader may guess what will be in the text.

5) Use interactive to read texts while matching the task to the topic.

Once the decision has been made regarding the reading materials that the students will read (based on their reading level, the subject matter, the text's linguistics, and its potential for activity), we must select effective reading assignments, the right questions, suitable activities before, during, and after reading, and helpful study explanations, among other things. The most helpful and interesting text can be ruined by dull and inappropriate tasks;

the almost commonplace passage can be made really exciting with imaginative and difficult activities, especially if the level of challenge (i.e. how easy it is for students to complete task) is exactly right for the class.

6) Effective educators make the most of reading material.

Every text you read contains sentences, phrases, thoughts, descriptions, etc. Simply asking pupils to read anything in class before moving on to something else is absurd. Good teachers incorporate the reading material into engaging lesson plans, using the subject for discussion and further activities, the language for study and then activation (or, of course, both study and activation), and a variety of activities to bring the material to life. When students have been reading a lot, we should take advantage of any opportunities that arise to elicit insightful input.

2. Reading Comprehension

a. Definition of reading comprehension

Reading comprehension is a difficult process that requires the reader to employ his capacity for information discovery, which necessitates that the reader be able to understand the meaning of written words. There are some definitions of reading comprehension offered by certain researchers.

According to Kee (1997:9), reading comprehension is the process of understanding written text. It is not a passive one-way decoding process, though. In order to reach an understanding of the text that is acceptable to the reader, the reader examines hints from the text against his knowledge in a two-way active process.

Reading comprehension is a process in which the reader must choose linguistic symbols and reassemble them into the meaningful whole intended by the writer, according to Wainwright (in Suriani, 2014:9). Reading comprehension is merely a phrase for reading ability; what matters is not how well someone pronounces or how much they read, but rather how well they grasp what they are reading. Recognizing and comprehending a major idea and its supporting elements are both parts of comprehension. The complete meaning must be understood by reading between the lines because several thoughts are indicated.

The process of reading comprehension is thought to be subject to the same limitations as human memory and problem-solving abilities (Parson and Dale in

Suriani, 2014:9). It appears to involve concepts like language, motivation, experience itself, and concept development. It appears to be constrained in the same way that problem solving, thinking, and reasoning are.

In the meantime, reading comprehension is the act of creating meaning by coordinating a number of complicated processes, such as word reading, word and word understanding, and fluency, according to Klingner (in Suriani, 2014:9).

We can infer from the opinions expressed above that reading is about comprehending written material. It is a difficult task that requires both perception and thought. Making sense of words, phrases, and connected text to derive the text's meaning and derive the text's message, idea, or information is the process of reading comprehension.

b. Strategies of reading comprehension

Brown (in Musdalipa, 2014:11) mention strategy each of which can be practically incorporated into teaching methods for reading comprehension.

- 1) Determine why you are reading. Clarifying the reason why you are reading something is essential to efficient reading. We are able to narrow down our search and eliminate material that could distract us by doing this.
- 2) Use grapheme patterns and rules to speed up decoding. For learners at the beginning stages, this tactic works well.
- 3) Read effectively for somewhat profitable comprehension. This method works well for intermediate to advanced students because they don't need to be speed readers but can be made more effective by teaching them a few silent reading rules, such as the following: a) you don't need to "pronounce" each word to yourself; b) try to visually perceive more than one word at a time, preferably phrases; and c) skip over words unless they are absolutely crucial to understanding the topic at hand and try to infer their meaning from the surrounding words.
- 4) Skimming is the process of swiftly scanning a text to extract the main points. The reader benefits from being able to anticipate the passage's goal, its main point, and perhaps even some of the supporting or emerging ideas.
- 5) Scanning is a technique used to obtain specific information without reading the entire document. As a result, the strategy's exercise may require students

to look up names or dates, find a definition of a key idea, or provide a specific quantity of supporting details.

- 6) Semantic grouping or mapping can assist the reader bring order to the chaos. These semantic maps can be created singly, but group work procedures are more effective because everyone contributes to the passage's hierarchy and order.
- 7) Guessing. With this technique, students can utilize guessing to their advantage to determine a word's meaning, a grammatical relationship, a cultural allusion, the message's content, or an implied meaning.
- 8) Vocabulary analysis is when a term in a passage that the learner does not immediately recognize is used. They can make guesses by analyzing it in light of what they already know.
- 9) Separate literal meaning from inferred meaning; this involves the use of advanced top-down processing abilities.
- 10) This technique, which capitalizes on discourse makers to comprehend relationships, is suitable for students with intermediate competence levels.

3. Narrative text

a. Definition of narrative text

According to Pratyasto (2011:32), narrative is a sort of writing that is suggested to be amusing and to deal with actual and vicarious experience in different ways. Narrative also deal with problematic occurrences that lead to a crisis or turning point of some kind, which in turn find a conclusion.

Merriam, (2013:13) explained a description of a sequence of events, actual or imagined, that is written or recounted in order to entertain readers is referred to as a narrative text. The plot of this style of work is organized structurally by the action, thought, and character interactions.

According to Donal (1988:6), a narrative is a writing that recounts a past event or story where conflict is mostly caused by complications. The text's aim is to amuse or entertain readers or listeners with the tale.

Typical types of narrative texts covered in high school include:

- 1) Legend

A legend is a story about human behavior that the teller and the audience believe occurred during human history. A legend is typically a condensed, conventional, and historically accurate story told in a casual manner. The legend of Tangkuban Perahu, sangkuriang, malin Kundang, and the tale of Toba Lake are a few examples of legends in narrative texts.

2) Fable

A fable is a brief allegorical story that conveys a moral lesson, typically using animal characters that speak and behave like people. Fairy tales, the tale of the monkey and the crocodile, and the and the grasshopper are examples of fables in narrative texts.

3) Science fiction

Science fiction, according to Davenport (in Suriani, 2014:11), is based on the extrapolation of a social trend or on some imagined scientific progress. Science fiction is a category of prose story that deals with a situation that is unimaginable in the real world. Science fiction includes, for instance: Jules Verne's *To the Moon from the Earth*, Robert Heinlein's *Starship Trooper*, and Arthur C. Clarke's *A Space Odyssey* are three examples.

b. Generic structures of narrative text

Hanny (2006:22) stated that the general format of narrative texts concentrates on the steps that are suggested to construct a story. The stages in a traditional story include.

1) Orientation

introduces the participants in the story and sets the scene by describing the location and time of the story's events.

2) Complication

explains the start of the issues that result in the primary participants' crisis (climax).

3) Resolution

Either a happy (tragic) ending or a sad (problematic) conclusion results in the problem (the crisis) being handled.

4) Re-orientation

This is the story's final line, and it is optional. The ending of the story contains the solution to the problem. It consists of the author's moral lesson, counsel, or teaching.

Based on the explanation given above, the writer draws the conclusion that a narrative text is one that recounts a story that is imaginative or simply a fantasy and is told in order with the only purpose of entertaining the reader, such as a legend, fairy tale, fable, or work of science fiction.

4. Text Rendering Strategy

a. Definition of Text Rendering Strategy

Text rendering is one of the many ways that teachers might employ while instructing students in reading. According to Gallagher (2008:8), text rendering is a method for students to anticipate and dissect literature, particularly more challenging descriptive prose, into its most fundamental aspects while simultaneously constructing a new text (a poem). The objectives of this method are to increase students' comprehension, produce a new piece, and broaden their grasp of the material.

Balajthy and Sally (2006:12) Text rendering is a method of text deconstruction that enables students to forecast the significance of the text, relate it to their past knowledge, and choose the sections that have the greatest personal value for them.

According to Kagan and Kagan (1998) Text rendering technique to encourage reading comprehension and group understanding. It implies that this tactic can be applied to enhance reading comprehension. In the classroom, participation from the pupils is also necessary. In other words, the text rendering technique will encourage students to participate in the teaching and learning process in the classroom more than they have in the past.

b. Procedure of Text Rendering Strategy

In the application of strategy, it is important for the teachers to master the procedures of the strategy well. Some experts convey their understanding about Text Rendering procedures. However the writer will use the steps suggested by Kagan and Kagan (1998)

- 1) An article, a section of a chapter, or a short narrative is provided to each student to read on their own.
- 2) The instructor either instructs students to read aloud or in silence.
- 3) Three strips of chart paper are provided to the instructor (one long; one medium; and one shorter strip). Students use markers to write their words on the shortest strip, their phrases on the middle strip, and their sentences on the longest strip.
- 4) The teacher asks the students to reread or review the article looking for the sentence, phrase, and word that best represents the ideas of the article. Students will highlight or underline their chosen sentence, phrase, and word.
- 5) A few groups of pupils are formed.
- 6) The student in their own groups will choose one sentence, phrase, and word.
- 7) Have a representative from each group from a circle in the center of the class. Have other class members from an outer circle. Representatives will share their answers and will attempt to persuade the outer circle that their answers are the best. Teacher will chart answers and allow the class to vote.
- 8) Have students write a brief summary of the original reading passage using specified number of words from the list the class has agreed upon for their group.

According to Balajthy and Sally (2006:12) text rendering consists of some steps, they are:

1. Each student must have a piece of writing that can be read aloud in class in less than ten minutes and that they can mark on their own copy.
2. Students offer to perform the reading aloud.
3. As a student reads aloud, the audience can highlight, underline, or write words or phrases on sticky notes. Tell the kids they will write an oral group poem using the words and phrases they choose after they have done reading the original text.
4. One student (or the teacher) reads their own words or sentences to start. Another student speaks out with their choice after a moment. This "read around" of the phrases and words that have been highlighted can be used as a "spirit reading." Student voices are contributed "when the spirit moves them."

They will occasionally speak at the same moment, and occasionally there will be silence. That's alright. The awkwardness of trying something new will pass, and the stops and starts may even make it easier to read the newly composed poem.

5. The conversation goes back to the initial text. Students should revisit the book and make note of any new insights they have after working on the oral poem.

Moreover, Antonacci and Chaterine (2003:88) explain about steps of text rendering strategy, they are:

- 1) Have students prepare for the activity:
 - a) Read the text
 - b) Mark a sentence, a phrase and word that you think it's particular significant to your understanding of this topic.
- 2) Assign roles:
 - a) A facilitator will oversee the procedure.
 - b) A scribe to record the shared expressions and words
- 3) In the first round, each participant presents a passage from the document that they believe is particularly important.
- 4) In the following round, each individual presents a phrase that they believe to be especially important.
- 5) In the third round, each individual presents a word that they believe to be especially important.
- 6) The group talks on what it has discovered about the text.
- 7) The groups discuss the key phrases and any fresh information they have learned about the document.
- 8) The team discusses the text rendering procedure.

From the steps above, the researcher applied the procedures by Kagan (1998), because the researcher will be easier to use this procedure.

c. Advantages of Text Rendering Strategy

A strategy can be said as a good strategy when its strategy can give many advantages for the students and the teacher. That is why the researcher wants to

describe some benefits of using text rendering strategy. According to Roberston (1990), one of the primary benefits of text rendering is to keep students reading and rereading text. As a result, students will be involved fully in creating their understanding about the text. He adds that the process of text rendering shows students how they come to know what they knows. This sentence means that text rendering helps students strengthen their idea in which they will read and reread the text orderly to get the best understanding.

2.2 Previous Studies

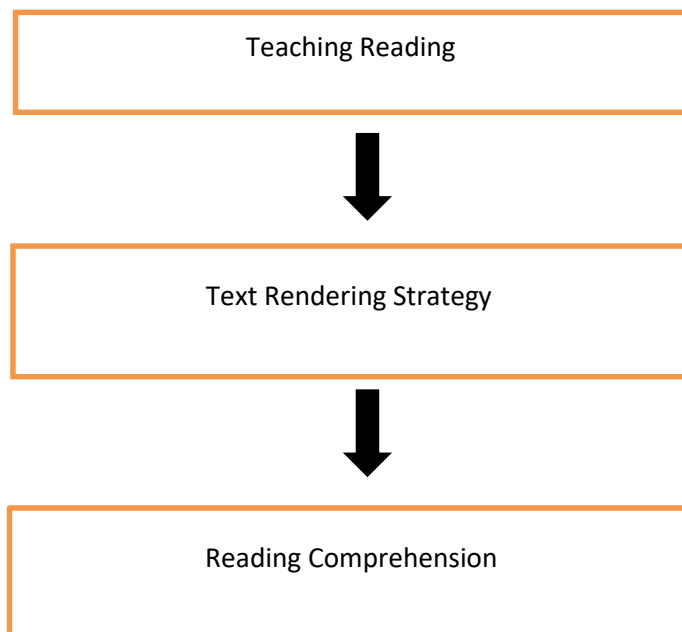
Some researchers have studied this research and are related to it.

- 1) Gunawan (2013) in journal of research entitled “Teaching Reading Comprehension through combination of text rendering strategy and think pair share strategy”. Concluded that the combining text rendering strategy with think pair share strategy is increase students’ reading comprehension.
- 2) Adelina (2013) in journal of research, research entitled teaching reading comprehension by combining text rendering and partner reading strategies for senior high school students. She found that using combination text rendering strategy and partner reading strategy is able to improve the students’ reading comprehension.
- 3) Rahmani (2012) in journal of research, research entitled “improving students reading comprehension on narrative text through reciprocal teaching technique can improve students’ reading comprehension.

Based on the previous studies above, the researcher concludes that there is difference and similarity of those previous studies with this research. The similarity is they have same topics, that is about reading comprehension such as according to the research are, Gunawan (2013), Adelina (2013), and Rahmani (2012), but the difference is this research will use Text Renderin Strategy to know how the effect this strategy towards students’ reading comprehension.

2.3 Conceptual Framework

By using the Text Rendering Strategy, the writer in this study concentrated on increasing students' reading comprehension. The table displays the research's conceptual framework.



In this study the writer was start with gave pre-test to the students to get the students score of their basic reading. In pre-test, the writer gave reading test in essay.

The next step was implementation of the use of text Rendering strategy in teaching reading comprehension. In this step, the writer conducted 6 meetings in implementation. In each meeting, there were different titles of narrative text which gave to the students.

The last was post-test. In post-test, the writer gave reading test in essay. The expectation of the writer in this research was using of text Rendering Strategy can give the good effect to students in increase reading comprehension of the eight grade students of SMP Kristen Rantai Damai.

2.4 Hypothesis

The hypothesis of the research was formulated as follow:

1. (H₀): There is no significance difference between the result of pre-test and post-test after giving treatment of the using of text rendering strategy to the eight grade students of SMP kristen rantai damai
2. (H₁): there is significance difference between the result of pre-test and post-test after giving treatment of the using of text rendering strategy to the eight grade student SMP kristen rantai damai.

The hypothesis testing based on the hypothesis formula:

HO is accepted, if $t_{table} < t_{count}$

HO is rejected, if $t_{table} > t_{count}$

The null hypothesis (H₀) is accepted if $t_{table} < t_{count}$, it means that text rendering strategy not effective in teaching reading. While (H₀) is rejected if $t_{table} > t_{count}$ then (H₁) is accepted, it means text rendering strategy effective in teaching reading.