

CHAPTER I

INTRODUCTION

The Background of the Study

Language is the way of doing communication in human interaction. Language called as an important role in the success of learning process. Language is the institution where human communicate and interact between each other to help themselves understanding about their culture, express ideas and participate in their society. Language stands at the center of human affairs from the most prosaic to the most profound, it used for haggling with store clerks, telling off umpires, and gossiping with friends as well as for negotiating contracts, discussing ethics and explaining religious beliefs (Herbert and Eve 1998:3). In this globalization era, English language is one of the most important tools available to our bright future because it is one of the international languages that has been taught in some of countries, include in Indonesia. In Indonesia, English language is a foreign language that should learn by the students so that they can achieve and follow the new globalization.

In learning English, there are four kinds of language skill to be improved, namely listening, speaking, reading, and writing. These skills have the relation in order to achieve the abilities about English language. The learners should have the abilities in reading and listening to support their writing and speaking. Teacher should develop these skills so that their student could use the skill to communicate or express their thought, feeling, and opinion in English. Based on these skills, reading is the important skill if the students want to read and understand English text because many scientific book wrote in English.

We know that all of the students should have the competence in reading because knowing reading skill is the first way to master the next skills. The other reason for achieving the

competence of reading is all of the students can understand the idea quickly that found in the stories. Reading is one of the most important skill that we need in increasing our insight. It denied that reading is a part of human life and society. It means that the students have ability in understanding and using the word and getting the meaning.

Comprehension is the most important thing in reading skill. Reading without understanding is useless because the aim of reading process is to understand the written texts so that the students can get the meaning. Students' success in reading evaluated by their ability in understanding the main idea of the text. Therefore, they can find the information that written in the text.

In general, people are expected to be able to read and understand the English text because some of the scientific is written in English language. In fact, some of people are still low to get the meaning easily when they read the English text. The problem is the difficult to remember what they have read. It is the important to realize that we should know what the good way to get the main idea after read some of English texts. Students should have the skill in reading in order to increase their knowledge from the English text that they have read. The students will increase their vocabulary and get information ideas.

Now days, the teachers should be aware that they have the responsibility to take in hand the students problem in increasing their knowledge and their insight. In fact, many students still feel difficult in learning English especially for reading section. They read without knowing what is the meaning and the information in that text. Many students feel bored in learning reading comprehension. The solution of the problem is the teacher should know more about approach, method, or model in learning English, as the way for supporting the teacher to make the teaching learning activity more effective. The writer will use a specific model as the way to solve the

problem of the students in learning reading skill. The specific model of teaching means that the teaching and learning process should use the way to motivate the students through the model that they use. Training student to understand the meaning is the way to achieve the insight about the information in English text.

Based on the writer's experience in Teaching Practice Program, the writer found the problems about Students' Reading Comprehension. The students felt difficult to understand the written text and to get the meaning, moreover narrative text. When the writer also teaches in SMK Mulia Pratama, the writer gave a test about reading, but the students still got the low score. The writer also made a simple observation to the students and the students said that they felt so bored in reading section. The students always ignore the learning process if the teacher asked them to read something and the get the main idea. Beside that, they also cannot build sentences because they were still low in vocabulary and did not have the idea to express the result after reading the Witten text. The writer also had proven that the students still felt difficulty in answering questions about reading comprehension using a type of narrative text.

Table 1.1 Rubric Score of Preliminary Data at SMK Mulia Pratama Medan

No	Initial Name	R	N	S
1	FG	26	40	65
2	EG	20	40	50
3	NH	12	40	30
4	KY	14	40	35
5	WA	16	40	40
6	MM	28	40	70
7	EDM	12	40	30
8	H S	24	40	60
9	I P S	12	40	30
10	G G	16	40	40
11	A H	24	40	60
12	Y T	22	40	55
13	E K	23	40	57,5
14	S N	12	40	30
15	N V S	27	40	67,5

16	F C	14	40	35
17	C A	26	40	65
18	G V S	14	40	35
19	W A	25	40	62,5
20	A A S	24	40	60
21	NH	12	40	30
22	P R	27	40	67,5
23	T S	13	40	32,5
24	S A	12	40	30
25	I P A	17	40	67,5
26	K S	12	40	30
	TOTAL			1235

$$S = \frac{R}{N} \times 100$$

Where:

S = The score of the test

R = The number of the correct answer

N = The number of question

Based on the table of preliminary data reading comprehension at SMK Mulia Pratama Medan at tenth grade above, the students still got low score in reading comprehension and they couldn't to achieve the Minimum Criteria of Mastery Learning (KKM). The minimum Criteria of Mastery Learning(KKM) is 70. The writer also got the mean score of the students. The writer gave reading test to the students with the number of the students were 26 students and the total was 1235. So, the mean of the students score was 47,50. It proved that the students ability in reading comprehension about narrative text was still low. Actually, the teacher had important role in teaching learning activity. The teacher should be able to motivate the students and stimulate their curiosity particularly in reading activity. The teacher have to know the new method, model, approach in teaching process so that the students can increase their knowledge and their insight. Therefore, There are many model can be used in stimulating students in reading

narrative text. One of them is Taba model. The writer would try to apply the Taba model to improve students' achievement in reading narrative text.

The underlining goal of the Taba Model is the development of thinking skills in students, i.e., to teach students how to think. The Taba model increases the scope of process skill development by involving students in making generalization, explanation, and prediction (Eggen, et al, 1979:2001). Taba, a curriculum theorist who had a significant impact on current social studies education, felt that teachers too often deliver prepackaged generalizations to students rather than have them process information to form their own generalizations. Taba model is the way for helping students in their learning process by doing observation and gathering data. The Taba model is used for establishing supporting detail for main idea. Besides, this model can build the students' achievement to understand the text. In this model, the writer will explain to the students to the specific goals of the learning and reading students to the topic by the pattern of the Taba model. This model will motivate the students to study and raise teaching-learning process. By using this model, the students will be more interested and enjoy the teaching reading English. Besides, the writer hopes that this model can be relevant to give solution for the problem of reading lesson.

Based on the explanation above, the writer will conduct a study entitled "improving students' achievement in reading comprehension by applying Taba model."

Problem of the Study

Based on the background of the study, the research problem is formulated as the following:

"Is the students' achievement in reading comprehension improved by applying Taba Model?"

The Objective of the Study

Based on the problem statement, the objective of this research were to find out whether Taba model can improve students' reading comprehension of the second grade student of SMK Mulia Pratama Medan in academic year of 2018/2019 or not.

The Significance of the Study

Finding of the study was hope to be useful and relevant theoretically and significantly.

Theoretically are:

This study gave more understanding to achieve the ability of the students by using Taba model for increasing students' reading comprehension in teaching and learning process, the importance, and to enrich horizons on the theories of the language learning.

Practically are:

1. For English teacher as a positive effect of this research that can support the English teachers to apply this model in teaching reading. They can develop and use new model in order to make the students enjoy and relax in teaching learning process. Therefore, they will not use the traditional model in teaching.
2. For the students to improve reading achievement through Taba model. The students feel enjoy and easy to understand in teaching learning process. Taba model is the model to make students easier to find the main idea and the supporting idea. Of course, the students will be easy to improve their knowledge.
3. For the school as a positive impact of this research that can support the school to develop the medium of English teaching and learning certainly will be better when they passed their students with good score. So, when the teacher gives explanation with fun model

and makes all of the students easily to catch the lesson it can take the positive thing to the school. The students receive their lesson easily, certainly they also do the best for their test and actually they have make score for the school.

4. For writers who are interested in doing the research, to enlarge their understanding about Taba model in teaching students' reading comprehension.

The Scope of the Research

This research especially focused on Students' achievement in reading comprehension by using Taba model. There, Gerrot and wignel (1994: 192-218) in their book making sense of functional grammar stated that kinds of genre divided into twelve types, they are: Spoof/Recount, Report, Analytical Exposition, News Item, Anecdote, Narrative, Procedure, Description, Hortatory exposition, Explanation, Discussion and review. This study is limited on narrative text and does the test based on generic structure. In generic structure, the reseracher used four parts, namely; orientation (introduce the character), complication (the problems), resolution (problem solving) and coda/Reorientation (moral value). The writer will use two levels of comprehension in order to measure the ability of the students in reading, namely literal and interpretative comprehension by applying multiple-choice section. The research is limited on reading comprehension. In this research, the writer as a teacher. The subject of this research is the Second years students in grade one of SMK Medan.

BAB II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing a research, the theories were needed to explain some concept applies concerning into the research. The term must be clarified to avoid the confusion. In this case, it was important to list the important term for the purpose of the research.

2.1.1 The Concept of Reading

Reading requires one to identify and understand strings of words or the concept of the entence in a fluid manner. It is a detailed process that includes comprehension, word recognition and engagement. These concepts are defined as abstract ideas or general notions of reading that occur in the mind, in speech, or in thought.

2.1.1.1 The Nature of Reading

Reading is an active, fluent process, which involves the reader and the reading materials in building meaning (Anderson 1999:1). Simanjuntak, (1988:14) stated that reading is a result of interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skill and the knowledge of the world. Reading is the result for building

the meaning by the reader. Reading can be used in process of interacting through the printed patterns on the page ideas and information intended by the speaker. This communication can be happened when the reader try to get the meaning from the printed patterns.

Heilman, Blair, & Rupley (1981: 4-5) stated that the nature of reading is when the research findings currently available do not provide conclusive information, and it may take a long time for these issues to be resolved and supported by the result of research. Reading educators do not have time to wait.

2.1.1.2 The Purpose of Reading

Reading is way for knowing the information. Grabe and stoller (2002:13-15) stated that there are several purposes of reading, namely:

a. Reading to Search for the Simple Information and Reading to Skim

Reading to search for the simple information is a common reading ability, though some researches see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill its own right?

b. Reading to Learn for the Texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information.

c. Reading to Integrate for the Information, Write and Critique Text

Reading to integrate the information requires additional decision about the relative importance of complementary mutually, supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d. Reading for General Comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skill fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea and efficient coordination of many processes under very limited time constraints.

Knowing the purpose greatly enhances the effectiveness of the reading. From this type, the learners can connect the ideas on the page to what they already know. Based on reading skill the learner will know how to get the information, how to read some of text easily and how they comprehend the written text.

2.1.1.3 Types of Reading

Brown (2000:189-190) stated that there are several types of reading of reading performance, namely.

- a. Perceptive

Perceptive reading tasks involve attending to the components of the large stretches of discourse: letter, words, punctuation and other graphemic symbols. Bottom-up processing is implied.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing are used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. The focus of an interactive task is to identify the relevant features (lexical, grammatical, symbolic and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typically of such tasks, although some instances of bottom-up performance may be necessary.

d. Extensive

Extensive reading applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. Top-down processing is assumed for most extensive tasks.

The simple section in reading skill is the way when the learners know how to make the perspective about the written text.

2.1.1.4 The Principle of Teaching Reading

The principle of reading is the way to know the instruction to do the observation about reading skill. Burn, Roe & Roes (1984:20) stated that the principles listed here are ones that we believe are most useful in guiding teachers in planning reading instruction.

Principle 1 reading is a complex act with many factors that must be considered.

Principle 2 reading is the interpretation of the meaning of printed symbols.

Principle 3 there is no one correct way to teach reading. Some need to be instructed through a combination of modalities, or avenues of perception in order to learn.

Principle 4 learning to read is continuing process

Principle 5 students should be taught word recognition skills that will allow them to unlock the pronunciations and meaning of unfamiliar words independently.

Principle 6 the teacher should diagnose each student's reading ability and use the diagnosis as a basis for planning instruction.

Principle 7 reading and the other language arts are closely interrelated.

Principle 8 reading is an integral part of all content instruction within the educational program.

Principle 9 the students need to see why reading is important

Principle 10 enjoyment of reading should be considered of prime importance.

Principle 11 readiness for reading should be considered at all levels of instruction

Principle 12 Reading should be taught in a way that allows in child to experience in success

2.1.2 Reading Comprehension

Reading comprehension is a process of making sense of written idea through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities (Heilman, Blair, & Rupley, 1981: 242). Singer (1985:4) stated that reading Comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while decoding symbols. Based on the explanation above, reading comprehension is the important thing of getting the meaning of language that has written by the authors through symbols.

2.1.2.1. Components of Comprehension

The components of comprehension is the influence for the human who wants to know the idea in the written English. A study by Davis (qtd. in Heilman, Blair, & Rupley, 1981: 241) is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

- a. Recalling word meaning (vocabulary knowledge).
- b. Drawing inferences from the content.
- c. Following the structure of a passage.
- d. Recognizing a writer's purpose, attitude, tone and mood.
- e. Finding the answers to questions answered explicitly or in paraphrase.

Based on these skills, the readers can be understand the meaning quickly. This component is the way to know how the author described the information with that comprehension skill.

2.1.2.2. Level of Comprehension

There are some levels of comprehension (Heilman, Blair, & Rupley, 1981: 3); here are the level of thinking presented:

a. Literal Comprehension

The understanding the ideas and information explicitly stated in stated in the passage. The abilities:

Knowledge of word meanings. Recall of details directly stated or paraphrased in own words. Understanding of grammatical clues-subject, verb, pronoun, conjunctions and so forth. Recall of main idea explicitly stated. Knowledge of sequence of information presented in the passage.

b. Interpretative Comprehension

The understanding the ideas and information not explicitly stated in stated in the passage. The abilities:

Reason with the information presented to understand the author's stone, purpose, and attitude. Infer information, main ideas, comparisons, cause-effect, relationship not explicitly stated in stated in the passage. Summarization of story content.

c. Critical Comprehension

Analyzing, evaluating, and personally reacting to the information presented in the passage. The abilities:

Personally reacting to the information in a passage indicating its meaning to the reader. Analyzing and evaluating the quality of written information in terms of some standards.

2.1.3 Students' Achievement in Reading Comprehension

Travers (1970: 447) stated that achievement is the result of what an individual has learned from some educational experiences. Hornby (1995: 10) stated that achievement is a thing done successfully, especially with effort and skill. This definition shows that achievement considered as the score gained by the students in certain skills. Therefore, Achievement is the way to

improve something through some of skills and effort. Achievement can measure with from their score when the teacher gives the test about reading test.

The students' achievement in reading comprehension is the target of students to understand the meaning based on the context in the written English. The successful students in reading comprehension are the students who can be called in understanding the information and interpreting the information correctly.

Evaluation of students' achievement is important. The ability of the student can increase when they know the good way to solve some problem that they face. The goal of evaluation is not only to know the achievement of the students, but the teacher should make sure that the students have the progressing about the skill.

2.1.4 The Types of Genres

Gerrot and wignel (1994: 192-218) in their book making sense of functional grammar explain that kinds of genre into twelve types, they are: (a) Spoof/Recount, (b) Report, (c) Analytical Exposition, (d) News Item, (e) Anecdote, (f) Narrative, (g) Procedure, (h) Description, (i) Hortatory exposition, (j) Explanation, (k) Discussion and (l) review. Based on the types of the genres, the writer will teach narrative text when apply the Taba model to measure the student's knowledge about reading comprehension.

2.1.4.1 Narrative Text

Narrative text is one of the genre of the text. We can also call as a common type of the text. Knapp & Watkins in Suhartini, (2016:116) said that narrative text is a type of text talking about a series of event that happened to a person or a character. This type is the story that happened in the past and appears the problem in order to motivate all of the reader who knows the story.

2.1.4.1.1. The Kinds of Narrative Text

Narrative itself is divided into two kinds namely:

a) Fiction

This type can happen when the story is untrue or not happened in the real world. Fiction includes folktales, fairy tales, and mythos.

b) Non-fiction

This type can happen when the story is true and actually occurred. Non-fiction is often factual stories, biography, and history.

2.1.4.1.2. Generic Structure of Narrative Text

Gerrot and Wignel (1994:162) stated that the generic structure of narrative text is as follows:

- a) Orientation: sets the scene and introduces the participants
- b) Evaluation: a stepping back to evaluate the plight
- c) Complication: a crisis arise
- d) Resolution/coda: the crisis is resolved, for better or for worse

2.1.4.1.3. Social Function

Gerrot and Wignel (1994:162) asserted that the social function of narrative text are to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2.1.4.1.4. Significant Lexicogrammatical Features

Gerrot and Wignel (1994:162 explained that the generic structure of narrative text is as follows:

- a) Focus on specific and usually individualized Participants
- b) Use of Material Processes (and in this text, Behavioral and Verbal Processes)
- c) Use of Relational Processes and Mental Processes
- d) Use of temporal conjunctions, and temporal Circumstances
- e) Use of past tense

2.1.5 The Definition of Model of Teaching

Ellis (1979:275) asserted that model of teaching are strategies based on the theories (and often the research) of educators, psychologists, philosopher, and others who questions how individuals learn. Each models consist of a rationale, a series of steps (actions, behaviors) to be taken by the teacher and the learner, a description of necessary support systems and e method for evaluating the learner's progress. Model of teaching can be used for making the good way in teaching learning process. There are several models that have applied by all of the teachers in classroom. As a new era globalization, the teachers should be able to use the new model in order to achieve the purpose of learning in classroom.

2.1.5.1. Taba Model

The taba model will be used for this study. Taba, a curriculum theorist who had a significant impact on current social studies education, felt that teachers too often deliver prepackaged generalization to students rather than have them process information to form their own generalization Eggen, Kauchak & Harder (1979: 20). Schneider (2014:311) stated that the taba teaching model was defined in the sixties by Hilda taba and aims to help designing courses down to lessons in areas where students are supposed to learn how to think. The taba model as an

inductive teaching model for developments concept, generalization and applications. This model is used for improving the students' ability in order to handle the information from the written English that they read. This model can improve the students were more hesitant in their responses during the activity because they were being asked to generalize the stories. The lesson continued until all the information had been analyzed and the students were satisfied with the generalizations they have formed.

Taba model will present to help students in an inductive reasoning mode to form a concept. The ability of students to get the information and the development of thinking skill will increase. This model will help student how to know the content and process goals.

2.1.5.1.1. The Structure of Taba Model

Gallager (2012:4) explain that Hilda Taba approached teaching thinking in the same way: from the ground up— an inductive approach. Taba believed that, just like roofs, higher-order thinking is built upon a strong foundation—a foundation of quality information. Thinking skills combine with facts to build walls around the foundation. Finally, with foundation and walls in place, students can construct the highest-level ideas—abstract generalizations. Together, facts, thinking skills, and abstract ideas form a cohesive set. Taba model consist of a series of structured steps that we can call as phases, which are initiated by teacher questions. This Taba is designed to be implemented in a series of steps or phases. This step will make the activity and the teacher will get the data for the particular way. Eggen, Kauchak & Harder (1994: 198-199) explained that the Taba model consists of seven distinct phases, each of which is designed with a specific purpose in mind.

- a. The first phase in the model involves the listing or enumerating of data on a particular topic. The purpose of this way is to orient students to the lesson and to elicit observation that would be used as data in the next phase.
- b. The second phase in the model involves grouping the observation that was made earlier. This way is to consider the data and to form categories based on similarities in the items.
- c. The third Phase is a logical extension of phase two, with students being asked to label the categories they had formed. Here the students asked to verbalize the basis for their groupings. Often young children are able to group items together but are unable to explain the basis for their categories. These three gives they practice in this skill as well as familiarizing the class as a whole with the bases for the groupings.
- d. Phase for begins with an analysis of the data in each of the cells, or squares, in the data retrieval chart. During this phase, students are asked to generalize about the data found in each of the cells.
- e. A slightly more complex task is found in phase five were students asked to generalize about the data found in several cells. This is more complex task because it involves the analysis of more data in the forming of the generalization.
- f. In the sixth phase of the Taba model, students are asked to make explanatory inferences about the data found in the chart and generalizations they have formed. Question used to begin this part of the model typically begin with “why.”
- g. The final phase of the Taba model or the seventh phase asks students to apply the generalizations they have formed in previous phases. This is not only reinforces learning which occurred earlier but also shows how the generalizations apply to the

world at large. Typically, phase seven is initiated with a question, which places students in a hypothetical situation. This question asks students to apply the generalizations they had formed earlier to a new situation.

2.1.5.1.2. The Principles of Taba's Model

Hilda Taba (qtd Aydin Et al, 2007:307) stated that these are the general principles of Taba's model, all of which apply to our context as explained below. The following steps suggested by the Taba model were followed in the design of our curriculum (Taba, 1962):

1. **Diagnosis of needs:** The teachers or curriculum developers identify the needs of students for whom the curriculum is designed. The program should identify not only the achievements of students but also their initial level when they start learning and the program should aim to close the proficiency gap between students.
2. **Formulation of objectives:** Following the diagnosis of students' needs, teachers specify the objectives of the course. Taba advocates specifying both the destination and its beyond while determining the objectives. Thus, defining what students will be doing in their lives as they achieve the desired objectives is necessary.
3. **Selection of content:** The content of the curriculum is informed by the objectives. The significance and validity of the content are also taken into consideration. One of the distinctive features of the Taba model is that it emphasizes depth over breadth. Taba believed that it is impossible to cover everything since there will always be something missing or some details will be left out. The content should be more realistic, meaningful and achievable with fewer details and objectives.
4. **Organization of content:** Teachers decide on the delivery sequence of the content at each level by keeping students' readiness, needs, and interest in mind. The content, with

necessary time to digest the knowledge, is conveyed through a variety of different tasks in order to address all types of learners.

5. Selection of learning experiences: Teachers select the instructional methods that will keep students engaged with attitudes, knowledge and skills that will help students not only in their current but in their future studies as well.
6. Organization of learning experiences: Teachers put the learning activities into an order to ensure the continuity of learning. Teachers also determine the teaching strategies that will fit best for their students.
7. Determination of what to evaluate and how to do so: This is the step in which teachers determine whether the intended learning objectives have been achieved.

2.1.5.1.3. The Advantages and Disadvantages of Taba Model

Taba model is the way of teaching the students to enrich their knowledge in language learning. If the teachers want to use some models, they should know the excess of that model. The teachers should know the relevance of the model to the material in the teaching activity. In fact, the entire model has the disadvantages and advantages when they imply in the teaching learning process. The taba model also has the advantages in order to make the teacher become interesting to use it.

Inductive models of Hilda Taba's provide unique approach to curriculum making as compare to the traditional deductive models, which are linear and prescriptive (Lunenburg, 2011:7). When the teacher or the writer uses this model, it can be useful to invite the students to be active. This model will invite the students to know how to make a good concept for knowing the material, how to make the conclusion and how to analysis the data. The students will be easy to know the material especially in comprehending the reading section.

This model also has the disadvantages. In this type, the students should be more critically. Taba model will be succeeded the atmosphere of the classroom are quite noisy (krull, 2003: 20). It means that, the students will be noisy because they should have the concept in that learning process.

2.2 Previous Research

There are several studies, which have been conducted in relation to the similar topic under discussion. First, **Apryanti (2014) “Improving Students’ Achievement on Reading Comprehension by Applying the Taba model in Recount Text”**. The objective of this study is to investigate whether the application of Taba model improve the students’ achievement in Reading Comprehension in recount text. The subject of this study was class VIII SMP Negeri 1 Bandar that consisted of 32 students. The study was conducted in two cycles, cycle I consisted of three meetings and cycle II consisted of three meetings. Based on reading comprehension scores, students’ score kept improving in every evaluation and based on the observation sheet, and questionnaire sheet it was found that teaching and learning process ran well. Students could enlarge their thinking process. The result of this study showed that the Taba Model improved the students’ achievement in reading comprehension.

Then, **Imaduddin (2015) “Taba’s Inductive Tinking Model (TITM) and its Implementation in Secondary mathematics Classroom”**. It had been revealed that Malaysia failed to perform well in PISA 2009+ and 2012 for both cycles as we were positioned at the bottom one-third out of 65 participating countries (ranked 52). On the average, Malaysian students scored 421 (2012) points in mathematics, compared to an average of 494 points in OECD countries. Thus, it raised questions on the level of Mathematical literacy among Malaysian students. Hence, this study examined the effects of Taba’s Inductive-Thinking Model

(TITM) on mathematical literacy among Malaysian Students. This quasi-experimental study investigated if TITM had an impact on the performance in Mathematical Literacy Instrument, such as in OECD-PISA. This study also determined if TITM provided Thinking Classroom experiences; an experience that has specific learning objectives to increase students' social attitudes, thinking skills, academic skills, and students' basic knowledge. Therefore, pre- and post-test were used via compilation of PISA released items to determine if the students who were taught using TITM instruction yielded significantly greater gains in their level of performance compared to the more traditional teaching method (teacher-directed lecture model). The findings obtained in previous researches revealed that the application of TITM instruction increased students' score in PISA when compared with the students taught via teacher-directed lecture model in learning Mathematics. However, the questionnaire indicated that the usage of TITM did not produce a significant difference in students' social attitudes, but it produced a positive change in both thinking and academic skills. Moreover, none had investigated this model in the mathematics field since the model was designed in a social science background. Therefore, this study would benefit learners who prefer the constructivist learning style. It would also benefit educators who need to develop a thinking classroom in their instructional styles. On top of that, this study would further benefit the country as the instructional method might give a positive effect to the level of students' thinking, as well as for the sake of high-stake assessments that involve Malaysia, such as PISA and TIMSS.

From the previous research above, the writer can conclude that Taba Model is a good model to increase the ability of students in learning process. The applying of taba model in reading comprehension and in Programme for International Students Assessment (PISA) and also Trends in International Mathematics and Science Study (TIMSS) is successful because

both of research have proven to be improving students' learning abilities in the fields of mathematics and English. Taba model can make a new style in learning process so that the students should be active in classroom. Besides that, the writer finds the differences of these research. Besides that the writer also saw the difference between the two studies, which was located in the type of field that had been improved in this study. Research on reading comprehension through this model says that the writer has proven that this model can improve students' social attitudes, thinking skills, academic skills and basic knowledge. However, research on teaching mathematics using Taba models says the questionnaire indicated that the usage of TITM did not produce a significant difference in students' social attitudes.

Based on the previous research above, the writer will apply this model in SMK Mulia Pratama Medan. The writer also uses the different theory. The writer will use the model in different sections in the test to measure the students' abilities. The writer will use multiple choices or fill in the blank test after teaching students with this model.

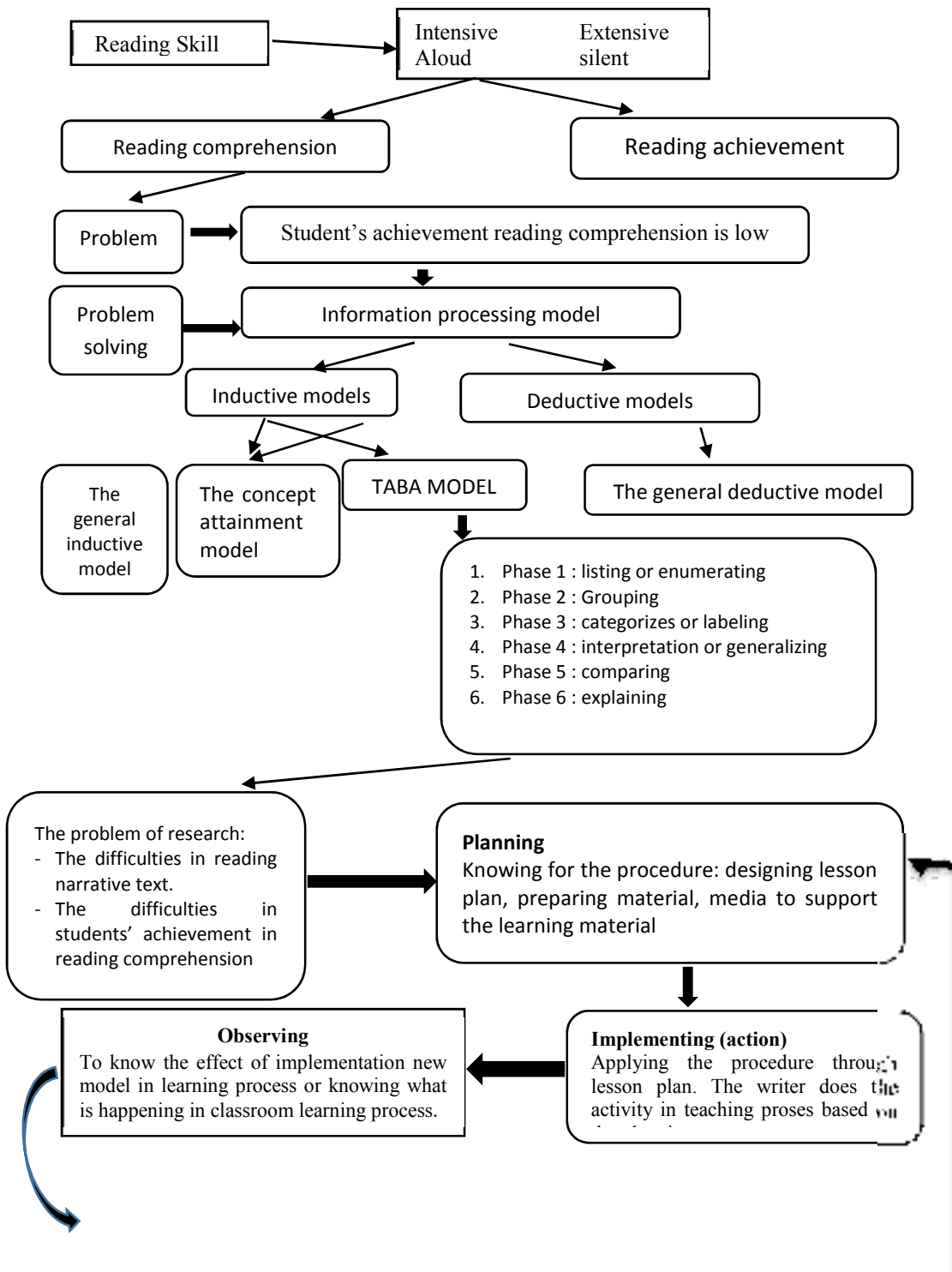
2.3 Conceptual Framework

Reading is one of the skills that has an important thing in learning English. Reading is a skill that derives and constructs meaning in the text. The learners should have a good concentration in this skill. The concept of learning process in teaching reading is the way to achieve the goal of the study.

Teaching is an activity to make an interaction between teacher and students. In teaching process the teacher shares her/his knowledge to the students, it means that the teacher helps the students to understand or to know something. Learning reading is a very important thing in English learning. Learning reading would be difficult if the students and the teachers just use the manual way. Most of the students have difficulties in getting information from the text. The

students do not know the topic of the text. They feel difficult to understand the paragraph they have read. When teacher ask the students answering some questions, they cannot answer.

To make students understand the text, a teacher should teach them with some model and the teacher chooses one of the suitable text to make easy to understand. Taba model is the way when the teacher teaches with the concept.



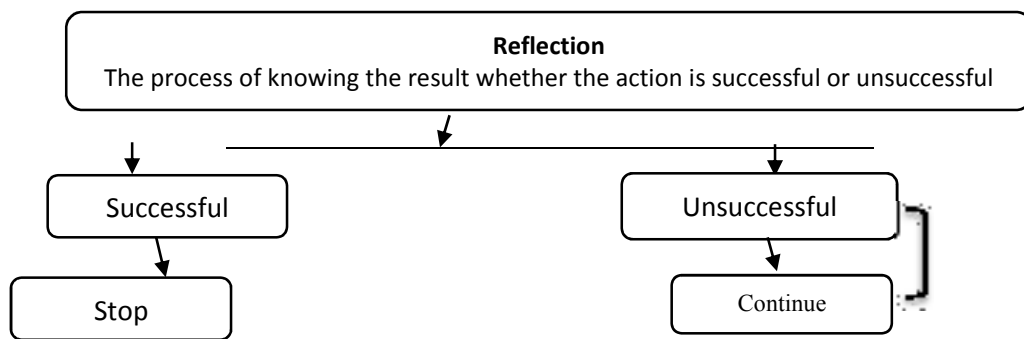


Figure 2.3 Conceptual Framework

BAB III

RESEARCH METHODOLOGY

3.1 Research Design

This research was designed as a Classroom Action Research because it involved a research procedure to make the improvement. There were many ways to improve knowledge about teaching. Classroom Action Research was more systematic than personal reflection but it was more informal and personal than formal educational research. Classroom Action Research went beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis.

Burns (2009:3) Action Research is part of a broad movement that has been going on in education generally for some times. It was related to the ideas of ‘reflective practice’ and ‘the teacher as writer.’ Action Research involved taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. Wallace (1998:8) asserted that action research referred to the classroom investigation initiated by researches, perhaps teachers, who looked critically at their own practice with the purpose with the understanding, their teaching and the quality of teaching. Therefore, action research was the way of doing the research by the

writer to make the improvement of something. This research would be done in one of the place that had an effort and needed a reflective practice to explore the new teaching contexts.

Kemmis and McTaggart (1988) in Burns (2009: 7-8) who are major authors in this field, AR typically involved that there are four broad phases in a cycle of research. The first cycle became a continuing, or iterative, spiral of cycles that recur until the action writer had achieved a satisfactory outcome and feels it was time to stop.

1. Planning

In this phase, the writer identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. This was a forward-looking phase where you consider: i) what kind of investigation was possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think were possible.

2. Action

The plan was a carefully considered one that involved some deliberate interventions into your teaching situation that you put into action over an agreed period. The interventions were 'critically informed' as you question your assumptions about the current situation and planned new and alternative ways of doing things.

3. Observation

This phase involved you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where you used 'open-eyed' and 'open-minded' tools to collect information about what was happening.

4. Reflection

At this point, you reflected on, evaluated, and described the effects of the action in order to make sense of what had happened and to understand the issue you had explored more clearly. You could decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

In this step, there were two cycles that the writer did the research to improve some teaching context. Teacher needed to prepare the action for the research because those cycles had the relation. Each cycle did in two meetings. Each cycle finished until the problem resolve.

The cycle could be seen in this figure.

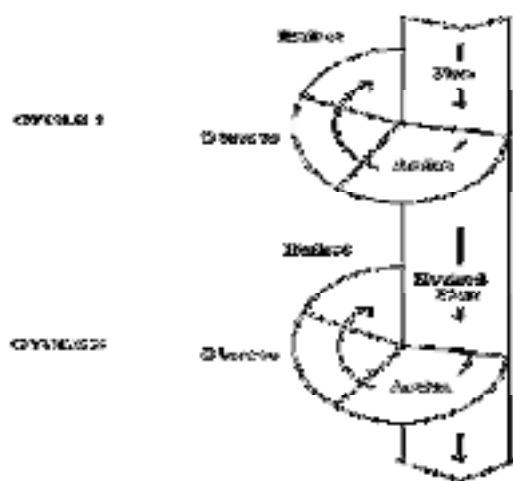


Figure 3.1 The Action research Spiral based on Kemmis and McTaggart (1988) in In N.

Denzin & Y. Lincoln (2007: 278).

3.2 The Population and Sample of the Research

Population was the generalization area consists of object/subject that had quantity and characteristic of certain designated by writer to learn and drawn the conclusion (Sugiyono 2012: 117). The population was research’s subjects or objects that had the specific characteristic that used in the research to draw the conclusion. In this study, the writer took the tenth grade students of SMK Mulia Pratama in the academic year of 2019/2020 as the population.

Arikunto (2010: 174) stated that sample is the part or representation of population researched. Determining a sample in doing a study would be easier for the writer. Since a sample was a part of population. The writer took class X AP as the sample of the study. Total number of students of this class was 26 students, which consisted of five boys and twenty-one girls.

3.3 The Instrument of Collecting the Data

In this instrument, the writer used four ways of collecting data, namely: questionnaire, observation sheet, interview, and reading test. In this research, the writer gave the question to the students as the first section and after that, the writer carried the orientation test.

The orientation test was used to find out the students' preexisting ability in reading comprehension of narrative text through Taba model. While the questionnaire, observation and interview were used to know the students problem and could be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other model. The observation was used to know the students' feeling as long as the learning process with the new teaching context.

The result of orientation test, questionnaire, interview, and observation used to make sure the achievement through the model in the activity based on the problem in learning. Pretest and posttest did in the end of learning activity because this was the important thing to know whether the Taba model improved the students reading comprehension in narrative text.

3.4 The Procedure of the Research

This research was conducting by using the cycle. The searcher used two cycles to improve this model in learning process. The writer followed the steps in action research that had four steps, namely: planning, action, observation, and reflection.

3.4.1. Cycle I

In this cycle, the writer made the simple orientation test to know the background of the students or the ability about the reading test so that the writer measured the part that did from the problem that the students faced.

3.4.1.1 Planning

The writer started the cycle from the first step. In this step, the writer had the role as a teacher who designed the procedure in teaching learning activity. The activities done in this step were:

- a. Knowing the students' problem in reading teaching and learning process in classroom
- b. Analyzing the technique about the material in reading skill
- c. Making the students' assessment in reading in order to know the students' problem before applying the new model.
- d. Preparing the material that had a relation to the textbook.
- e. Designing the lesson planning.
- f. Preparing and using the media to help the teaching learning activity
- g. Designing the teaching learning process by using the Taba model and preparing the observation sheet, questionnaire sheet.

3.4.1.2 Action

In this step, action was the process of activity in teaching learning or the implementation of activity. In this type, the writer did the activity base on the planning that had designed through Taba model in reading learning activity. There would be many activities in this type, they were:

- a. The teacher greeted the students.
- b. The teacher checked the attendance list of the students
- c. The teacher asked about the material that they have learned.
- d. The teacher made brainstorming to guess the material of teaching process
- e. The teacher explained about the purpose of the study.
- f. The teacher gave some papers to the student about the simple text for reading.
- g. The teacher asked four of students to read the simple text and after that, the other students should pay attention to the text.
- h. The writer started the Taba model from the first type. This type is used for asking the question about the text that they catch.
 - a) Enumeration: what are some of the things that come to your mind after read the text?
 - b) Grouping: what will be together? In addition, what was the criterion, respectively?
 - c) Labeling: can you find some things that could be grouped together? Would you suggest a name for your group that you formed?
- a. The teacher or writer moved to the second steps, namely interpretation data:
 - a) The identifying points; what information have you got?
 - b) Identifying the information and explaining the items why did happen.
 - c) Making the conclusion for the information; what does this mean? What do you think? What will you include for this situation?

- b. After that, the writer moved to the third step, namely applications of principles in predicting the information.
 - a) Predicting consequences, explaining unfamiliar phenomenon; what would happen if...?
 - b) Explaining and supporting the hypothesis: what do you imagine this will happen?
 - c) Verifying the prediction
- c. The teacher wrote the students answer on the chart and the students will discuss it together
- d. The teacher gave the student's task at home
- e. The teacher gave the motivation and concluded the material that they have learned.

3.4.1.3 Observation

Observation was the way when the writer wanted to know what was happening in the classroom learning process. In this type, the writer observed the situation or condition in the classroom, the student's attitude when they did the assessment in reading passage; work in their group and the collaboration in that group whether they were active or not in teaching learning process. This observation was useful for correcting to the next cycle. Many things will observe as follows:

- a. Many of students still felt difficult to answer the reading question.
- b. Many of students would not be active in following the teaching learning process
- c. The students would not be serious to do the assignment in their group and some of them still did not know how to use the model or the rule in learning activity.
- d. The teacher does not explain the role clearly, so that the students still feel difficult to know what their responsibility in that group was.

- b. Some of the students maybe will be afraid to give the opinion or comment to the group presentation.

3.4.1.4 Reflection

Reflection was the way when the feedback process from the action that had done. In this type, the writer observed and described the effect of the action and what happening in the learning process after applying the Taba model in teaching learning process. The writer gave the test in reading sections in order to know what the student's problem and the writer would know the improvement of learning activity before. If the writer still got the score of students under KKM (minimum criteria of mastery learning), the writer moved to the cycle II.

3.4.2. Cycle II

Based on the result in the first cycle, the writer did the second cycle. The writer did the second cycle based on the difficulties of the students. In this step, the writer made the same step but the writer would be more affection in teaching learning process using the Taba model. The writer gave more attention to the students needed in learning narrative text by using the model so that the writer knew the improvement of the cycle.

3.4.2.1 Planning

Based on the reflection in the first cycle, the writer did the planning of activities based on the first cycle but the writer created more effective to repair the student's problem in the first cycle. In this type, the writer or the teacher also explained more clearly about the material of reading skill.

3.4.2.2 Action

In this type, the writer used the same step as in the first cycle, but the writer explained more effective using the model in teaching learning process. The teacher also understood what

the student's problem was after doing the reflection in the first cycle. Afterwards, the writer explained the material based on the student's need in learning activity.

3.4.2.3 Observation

In this section, the writer did the observation in classroom action research. The writer also gave the motivation to the students so that the students had the spirit to do the learning activity. The writer observed the students when they gave the opinion, comment, or question. In the end of the observation, the writer asked the students about the learning activity using the model in order to know about the improvement of reading comprehension.

3.4.2.4 Reflection

In this cycle, the writer again corrected the assessment or the result of the students based on the test, observation, and questionnaire sheet and the interview. The teacher would know about the improvement of the Taba model in reading passage. The teacher made the conclusion about the achievement of the reading skill through Taba model.

3.5 Scoring of the Test

The test was multiple choice test. There were about forty questions for each cycle. In scoring the reading test, it was determined that ranging from 0-100 by accounting the correct answer. The scoring of the answer was applied by the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Scoring of the test

R = The number of the correct answer

N = The number of the question

3.6 Technique of Data Analysis

The data of the study applied the qualitative and quantitative data. The qualitative data described the situation and the condition in the classroom action research by doing the Taba model. The quantitative data were the result of the student's test in reading skill and the mean of the students in each cycle computed by applying the formula:

$$\bar{x} = \frac{\Sigma x}{N} \times 100 \%$$

Where:

\bar{x} = the mean of the student's score

Σx = the total of the score

N = the number of the students

Further, in categorizing the member of master students, the writer will use the formula formulized by Best and Kahn (2002:389) as follow:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students who get point ≥ 70

R = the number of students who get point ≥ 70

T = tthe total number of students who take the test

3.7 The Validity of research

The most important of knowing a good test was validity. The degree to which the test actually measured what was intended to measure (Brown, 2000:387). There were three some of validity in research. In this research, the writer used the content validity of the test.

1. Content Validity

The test could be said to have content validity if the content of the test match or appropriate with the basic in language skill. Ary et al (2010:226) stated that to have a content of validity the instruments were representative of some defined the universe or domain of content. To get the content validity of reading comprehension, the writer made the basic of the test based on the material that the writer wants to teach In order to establish the content validity of measuring the instrument, the observer identified the overall content to be represented. For this research, the writer used content validity to measure the test.

Table 3.1 Table Specification of Pre-test Test

No	Indicators (Aspect of Reading in Generic structure of narrative text)	Items number	Kind of test	total	Percentage of item
1	Orientation	1, 2, 3, 11, 12, 14, 15, 21, 24, 25, 29, 30, 31, 32, 35, 36,38	Multiple choice	17	42,5 %
2	complication	4, 5, 6, 8, 9, 10, 18, 19, 22, 26, 34	Multiple choice	11	27,5 %
3	Resolution	13, 16, 23, 27,39	Multiple choice	5	12,5 %
4	Coda (re-orientation)	7, 17, 20, 28, 23,37,40	Multiple choice	7	17,5 %
Total				40	100 %

Table 3.2 Table Specification of Post-test Test

No	Indicators (Aspect of Reading in Generic structure of	Items number	Kind of test	Tota l	Percentage of item
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	narrative text)				
1	Orientation	1, 4, 6, 7, 10, 12, 18, 19, 20, 23, 24, 32,33,34, 37, 38,39	Multiple choice	17	42,5 %
2	complication	2, 9, 13, 16, 22, 25,27, 29, 30, 35,36,	Multiple choice	11	27,5 %
3	Resolution	3, 14, 26, 40	Multiple choice	4	10 %
4	Coda (re-orientation)	5, 8, 11, 15, 17, 21, 28, 31,	Multiple choice	8	20 %
Total				40	100 %

(Resource: Creating by writer)

