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## CHAPTER I INTRODUCTION

### A. Background of the Problem

English is one of the various languages in all over the world, it is used as a tool of communication among the nations based on its position as an international language. Almost all people in the world communicated each other in English, because of that English is very important. In Indonesian education, English is one of the prominent subjects which is examined to the students including speaking, listening, reading and writing, because English is a first foreign language.

Reading is one of the four language skills in learning English. Every school has this skill that has to be taught by teacher. By reading, students can get information and means of a text, it means that from reading books, they can learn about all fields of education. According to Hasibuan (2007, p. 114), reading is an activity with a purpose.

But when reading, especially narrative text, the students face many problems in catching the point of the text. They get many difficulties, such as can not determine the main ideas of the text, have lack of vocabulary in translating the text and many else. Because of this situation, the students become lazy to read something related to English language.

In State Junior High School 01 Kampar, Kampar Regency, the minimum passing grade (KKM) in English subject is 75. State Junior High School 01 Kampar, Kampar Regency is one of the schools using School-

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Based Curriculum as their guidance in teaching and learning process. English is taught twice in a week with duration 40 minutes.

According to Hartoyo (2011) as posted by Triyanuarsih in CMD basically the 2006 curriculum (KTSP) is developed from standard of content by schools based on their context and potentiality. There are several indicators of English curriculum for second year of Junior High School students, especially in reading comprehension. There are: Standard competences (Understanding meaning of short functional text and essay in form of recount and narrative text for interactional purpose in environment), Basic Competences (Read aloud short functional text and essay in form of recount and narrative with speech and intonation related to the environment, students are able to response the meaning in the written simple functional text accurately, fluently and related to environments, response the meaning and rhetorical stages in simple short essay accurately relates to the environments).

In preliminary study, the writer found that their motivation in learning English also decrease because of a monotonous learning. The teacher usually used the grammar translation method in teaching reading aspect, but this is also not effective to increase the students reading comprehension.

So the writer concludes that there are some reasons why the students have the problems in learning English, as follow:

1. English is a foreign language.
2. This school (Junior High School 01 Kampar, Kampar Regency) used curriculum KTSP 2006.

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3. In syllabus the purpose of teaching reading is the students are able to comprehend and understand the meaning of short functional text and simple essay, Narrative and Recount text related to the environment.
4. English teacher uses grammar translation method or conventional method in learning process, and the students have lack of vocabulary, so they have difficulty in comprehending and understanding the narrative text.

Based on the preliminary study, the writer found some phenomena which can be seen as follows:

1. Some of Students had difficulties in identifying the main idea in narrative text.
2. Some of Students had difficulties in identifying the specific information of narrative text.
3. Some of Students had difficulties in identifying the meaning of the word of narrative text.
4. Some of Students had difficulties in identifying language features of narrative text.
5. Some of the students had difficulties in identifying the inference of narrative text.

In this study, the writer tried to identify alternative solution about the good strategy for teaching reading in the classroom. And for this problem, one of the various strategies can be applied for student is Circle Triangle Square strategy. It allows and encourages students to reflect on their learning and process information presented in the lesson. it asks students to pick out

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important pieces of information and to question anything they don't completely understand.

Lambertson (2013) on IEE stated that Circle Triangle Square Strategy is a strategy to help students focus their reading; summarize important information; and make a sense of informational text. It uses a simple graphic organizer to foster clearer thinking regarding new information in any content area. Circle Triangle Square is one of many strategies for teaching English that the teacher can use, this strategy makes the students focus on the text or their reading book. Based on the explanation above, The writer concludes that Circle Triangle Square strategy is a suitable strategy that can be used for helping students to develop their reading comprehension, and making the classroom fun and enjoyable in process of teaching and learning English.

Based on the phenomena mentioned and experienced by the students above, the writer is interested in conducting a research about this problem, entitled:” **The Effectof Using Circle Triangle Square Strategyon Students’ Reading Comprehensionof Narrative Text at Junior High School 01 Kampar, Kampar Regency**”.

## B. Problem

### 1. Identification of the Problem

Based on the background and phenomena above, the problem of the research are identified as follows:

- a. What are the factors causesome of students have difficulties in identifying the main idea of narrative text?



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- b. What are the factors causesome of students have difficulties in identifying the specific information of narrative text?
- c. What are the factors causesome of the students have difficulties in identifying the generic structure of narrative text?
- d. What are the factors causesome of the students have difficulties in identifying meaning of the words of narrative text?
- e. What are the factors cause the some of the students have difficulties in identifying the inference ofnarrative text?

**2. Limitation of the Problem**

Based on the identification of the problems stated above, the writer needs to limit and focus on the problems of this research. The problems referto; a. MainIdea, b.SpecificInformation, c. the GenericStructure, d. the Meaning of the Words, and e. the Inference. The text used in this research is narrative text. So, the writer focuses on students' reading comprehension in narrative text by using Circle Triangle Square Strategy.

**3. Formulation of the Problem**

Based on the background above, the problems of this research can be formulated in these following questions:

- a. How is students' reading comprehension ofnarrative text taught by using Circle Triangle Square Strategy at the second year of State Junior High School 01 Kampar, Kampar Regency?
- b. How is students' reading comprehension of narrative text taught without using Circle Triangle Square strategy at the second year of State Junior High School 01 Kampar, Kampar Regency?

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- c. Is there any significant effect of using Circle Triangle Square strategy on students' reading comprehension of narrative text at the second year of State Junior High School 01 Kampar, Kampar Regency?

## C. Objective and Significance of The Research

### 1. Objective of The Research

Based on the formulation above, the objectives of the research are:

- a. To identify students' reading comprehension of narrative text taught by using Circle Triangle Square Strategy at State Junior High School 01 Kampar, Kampar Regency.
- b. To identify students' reading comprehension of narrative text taught without using Circle Triangle Square Strategy at State Junior High School 01 Kampar, Kampar Regency.
- c. To identify the significant effect of using Circle Triangle Square Strategy on Students' Reading Comprehension in Narrative Text at State Junior High School 01 Kampar, Kampar Regency.

### 2. Significance of the Research

Related to the objectives of the research above, the significances of the research is as follows:

- a. To give information to the teachers, and the institutions about the effect of using Circle Triangle Square Strategy on students' comprehension in reading narrative text.

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- b. To give some contributions to the students in order to improve their comprehension in reading narrative text.
- c. To complete one of the requirements intended to finish the writer's study program at Department of English Education Faculty of Education and Teacher Training of State Islamic University of Sultan SyarifKasim Riau.

**D. The Reason for Choosing the Title**

There are some reasons why the writer chooses the title as follows:

1. The study attempts to study the students' reading comprehension in narrative text by using Circle Triangle Square Strategy in teaching and learning process.
2. The writer hopes that this study is very useful to be applied in process of teaching and learning English.
3. As far as the writer is concerned, this research title has never been conducted by any researchers, and the research is relevant to the writer as a student of English Education Department of State Islamic University of Sultan SyarifKasim Riau.

**E. Definition of the Term**

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. **Effect**

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Richard (2002, p. 175) stated that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. So, the definition of effect in this research is as the result of using Circle Triangle Square strategy in students' reading comprehension in narrative text of the second year at State Junior High School 01 Kampar Regency.

## 2. Circle Triangle Square

Lambertson (2013) on IEE stated that Circle Triangle Square Strategy is a strategy to help students focus their reading; summarize important information; and make a sense of informational text. It uses a simple graphic organizer to foster clearer thinking regarding new information in any content area.

According to Haris (2013, p.19), this strategy asks students to think about the lesson or content from three different perspectives what they are still thinking (Circle), three things they have learned (Triangle), and what they agree with (Square).

In this research, Circle Triangle Square Strategy is used to know its effect on reading comprehension of narrative text of the second year at State Junior High School 01 Kampar, Kampar Regency.

## 3. Reading Comprehension

Snow (2002, p. 11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In this research, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get



information and the meaning of the texts by using Circle Triangle Square strategy at the second year of State Junior High School 01 Kampar Regency.

In this research, narrative text is the appropriate text that will be given by the writer to the students as sample of this research.



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