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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the English skills that should be mastered by all of the English learners. As a skill, reading depends more on students' mastery of vocabulary, grammar, sentence structure, and how to comprehend the text. Reading is an important skill which has an important contribution to the success of learning language because it is a medium to increase the knowledge of students. In addition, Harrison (2004, p.3) reminds that reading not only increases our life skills and extends our knowledge, but also goes much deeper.

Reading has a specific purpose. The main objective of reading is to comprehend the meaning of reading texts. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Good readers think actively as they read. They make sense of the text and know how to get the most out of it. According to Vaughn and Linan (2004, p.98), comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.

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In order to accomplish the students' need on reading, the School-Based Curriculum (KTSP) provides reading as one of the skills in English mastery that must be taught and learned in Islamic junior high school. The Islamic Junior High School Diniyah Puteri is one of the educational institutions in Pekanbaru that uses the School Based Curriculum (KTSP) in the process of teaching and learning English. Reading skill is one of the English language skills which is also taught by the teacher in this school.

Based on the syllabus of the second year students, there are two competencies that must be achieved by the students: those are standard competence and basic competence. In standard competence, the goal is to understand the meaning in short simple essay such as Descriptive, Recount, and Narrative, sustained in daily life. Thus, the basic competence for the second year students shows that students are able to respond the meaning and rethorical step of short simple essay accurately, fluently, acceptably in form of narrative and recount to interact in daily life context. (BSNP, 2006, p.128). Furthermore, the passing grade (KKM) for reading comprehension that is used by the teacher on this school is 70.

Based on School-Based Curriculum (KTSP), this school provides the English lesson twice a week with time duration about 2 x 40 minutes. The success of teaching reading at islamic junior high school Diniyah Puteri Pekanbaru is determined by many aspects such as: material for reading, facility, teacher competence, and the students themselves. Related to the teacher's side, the teacher have already applied some strategies in

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developing students' reading comprehension. Besides that, some of students at the school have low motivation in reading text or material given by the teacher at the school. It causes the objective of teaching reading unsuccessfully achieved.

Based on preliminary study on May 28<sup>th</sup>, 2016 at Islamic Junior High School Diniyah Puteri Pekanbaru. The teacher applied summarizing strategy. In this case, the teacher asks the students to read the text contained and identifies the generic structure of text, the teacher asks the students to summarize the text contained, the teacher asks the students to tell about what they read, the teacher explains about the content of the text, the teacher asks the students to answer the questions about the narrative text and answers it, and then the teacher makes conclusion of the lesson and closes the learning session, but when the teacher asks them to identify the specific information from text, there were some of them still difficult and not able to answer it.

Based on the description above, ideally the strategy make students understand and able to read well. But in fact, the strategy was not effective for the students in learning reading because the students of Islamic Junior High School Diniyah Puteri Pekanbaru were still difficult to learn English especially in reading comprehension. It can be identified based on the researchers' observation and an interview with the English teacher of Islamic Junior High School Diniyah Puteri Pekanbaru.

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The researcher found that the students reading skill was still far from expectation of curriculum. the problem indicated that they had problem in getting their own minimum criteria of passing grade. The phenomena are as follows:

1. Some of the students have difficulties in identifying the purpose of narrative text.
2. Some of the students are lack of vocabularies which cause them get difficulties in comprehending the narrative text.
3. Some of the students have difficulties in identifying the generic structures of narrative text.
4. Some of the student have difficulties in identifying the specific information of narrative text.
5. Some of the students have difficulties in identifying the references of word of narrative text .
6. Some of the students had low motivation in learning English.

Based on the phenomena above, the researcher applies a good strategy as an alternative solution for teaching reading, especially for reading comprehension. The researcher tries to find out whether the alternative strategy can promote students' reading comprehension of Islamic Junior High School Diniyah Puteri Pekanbaru. By the strategy, the student will be interested to learn English, especially for reading skill. Rebecca (1989, p.1) states that the strategy is very important in teaching and learning process because it is a tool for active, self-directed

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involvement, which is essential for developing communicative competence.

The strategy that can be used to improve students' reading comprehension is Fiction Furrow Reader Strategy. According to Adler (2007, p.53), Fiction Furrow Reader Strategy is a strategy that guides students to identify fictional works with follow skills to make connections between the stories with their own experiences or other stories they already know. Teaching reading by using Fiction Furrow Reader Strategy can makes students more understand to comprehend the text that teacher shows up and will give them opportunity to increase their reading skill (Nuryamin, 2013)

Regarding the explanations and problems above, the researcher was encouraged to conduct a research that particularly concerned with reading comprehension at the eight grade of Islamic Junior High School Dininyah Puteri Pekanbaru by using Fiction Furrow Reader Strategy. Thus, researcher was interested in investigating the problems by conducting a research project entitled **“The Effect of Using Fiction Furrow Reader Strategy on Students' Reading Comprehension at The Eight Grade of Islamic Junior High School Diniyah Puteri Pekanbaru”**

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## **B. The Problem**

### **1. Identification of the Problem**

Based on the background of the problem, the researcher identifies some problems as follows:

- a. Why do some of the students have difficulties in identifying the purpose of narrative text?
- b. Why do some of the students have lack of vocabularies which cause them get difficulties in comprehending narrative text?
- c. Why do some of the students have difficulties in identifying the generic structure of narrative text?
- d. Why do some of the students have difficulties in identifying the specific information of narrative text?
- e. Why do some of the students have difficulties in identifying the references of word of narrative text?

### **2. Limitation of the Problem**

Based on the identification of the problems stated above, the researcher limits the problems to the students' reading comprehension of narrative text referring to identify the purpose, the generic structure, vocabulary, specific information and references of word of narrative text. Therefore, the researcher likes to solve the students' problems by using Fiction Furrow Reader Strategy on reading comprehension of Narrative Text at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.

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### 3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. Is there any significant difference between the students who are taught by using and without using Fiction Furrow Reader Strategy on reading comprehension of Narrative Text at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru?
- b. Is there any significant effect of using Fiction Furrow Reader Strategy on reading comprehension of Narrative Text at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru?
- c. How is the Students' reading comprehension of Narrative Text taught without using Fiction Furrow Reader Strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru?
- d. How is the Students' reading comprehension of Narrative Text taught by using Fiction Furrow Reader Strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru?

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**C. Objectives and Significance of the Research****1. Objectives of the Research**

Referring to the research questions, the objectives of this research are:

- a. To find out if there is a significant difference between the students who are taught by using and without using Fiction Furrow Reader Strategy on their reading comprehension at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.
- b. To find out if there is a significant effect of using Fiction Furrow Reader Strategy on reading comprehension of Narrative Text at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.
- c. To find out the students' reading comprehension of narrative text taught without using Fiction Furrow Reader Strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.
- d. To find out the students' reading comprehension of narrative text taught by using Fiction Furrow Reader Strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.

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**2. Significance of the Research**

Related to the objectives of the research, the significance of the research is as follows:

1. Hopefully these research findings are able to benefit the researcher as the novice researcher in learning how to conduct a research.
2. These research finding are also expected to be useful and valuable especially for teacher and students of English at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru to be considerations in their teaching and learning English in the future.
3. Besides, this research findings are also expected to be positive information, especially for those who are aware of teaching and learning English as a foreign/ second language.
4. These research questions are also expected to be the practical and theoretical information to the development of the theories in language teaching.

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## D. Definition of Key Terms

In order to avoid misunderstanding about the topic of the research, it is necessary for the researcher to define the following terms:

### a. Effect

According to Khan (2004, p. 124), the effect is the result of an event or something that happens because someone does. In this research, the effect means that as the result of applying the Fiction Furrow Reader Strategy for the students' reading comprehension.

### b. Fiction Furrow Reader

Fiction Furrow Reader Strategy is a reading strategy. This strategy will be used after students have completed their reading. In that activity, Students find out the difficult part and identify what the difficulty is by asking questions in their own words. In this strategy, collaborate in teams is the way to make the students fix up the problem and answer the question together by sharing what they know and after that they reread the text to check the correct answer.

### c. Reading Comprehension

According to Fiprinita (2013) reading is the process or the way to understand the content of the text and to get the information from the text. In line with Blachowicz and Ogle (2008) Reading is understanding and making sense of what is read. Reading comprehension in this research is students' understanding in reading narrative text.

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#### d. Narrative text

According to syafi'i (2007, p.53), narrative text is storytelling; it tells a true story or fiction. It has a clear sequential order that connects events in a meaningful way and offers insights about the world and peoples' experiences. A narrative is a story that has a plot, and purposes to entertain the reader. Narrative text is often fiction in which the values are used to describe and/or to explain humans' behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). In this research, narrative text is a text used by researcher.