

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Reading is an activity done by people in order to get important information of a text in order to make the students know about what happened in their real lives. In reading process, the students not only read the words, sentences, paragraphs, and texts, but also should comprehend the contents of reading. According to Kalayo and Fauzan, reading is an activity with a purpose (2007, p. 114).

The purpose of the reading will be achieved when the readers know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

According to Linse (2005, p. 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. Therefore, reading is a language skill that needs reader to comprehend a text. In reading process, the reader brings his own ideas and experiences to obtain meaning from the printed text. It is also supported by Johnson (2008, p. 3) that reading is the practice of using text to create the meaning. So that, through reading activity, the readers, especially the students can get knowledge and also improve their ability to comprehend a text effectively and efficiently.

In teaching and learning English in Indonesia, especially in every educational level, the reading skill is categorized as one of the language skills which was to be mastered by students. In line with this statement above, Stone (2009, p. 245) mentioned that reading is

fundamental goal which has to be achieved by the students in order to be successful people in their lives. It is clear enough that reading is beneficial to the students for enlarging their English.

The Islamic Junior High School Darel Hikmah Pekanbaru is one of the educational institutions in Pekanbaru. As one of the educational institutions, this school offers English subjects, especially reading skills. Based on School Based Curriculum (KTSP) at The Islamic Junior High School Darel Hikmah Pekanbaru, the process of teaching and learning reading subject has some goals such as give the students' comprehension in some texts, developing students' communication in both skills spoken and written.

According to The Ministry of Education and Culture (2014), in teaching reading, the teacher has to follow five aspects, such as: observing, questioning, experimenting, associating, and communicating. The aspects would be applied in group by the teacher as facilitators. Each grade in junior high school levels has their competencies to gain. For the eighth grade students of The Islamic Junior High School Darel Hikmah Pekanbaru, the standard competence in reading activity is to understand the short functional text written text and simple essay in the form of descriptive, announcement, recount, and narrative. In this research, the researcher focused on the narrative text. In narrative text, the students should be able to identify the topic of a text, the social function, and the reference. It means that the students should be able to comprehend the text and get the information from the text.





Based on the researchers' preliminary study on February 20<sup>th</sup> 2016 at the Islamic Junior High School Darul Hikmah Pekanbaru, in teaching reading, the teacher used direct strategy. The teacher gave the explanation to the students about their material they might discuss first, and then the teacher asked the questions to the students and the students answered the question directly, and at the end of the process, the teacher asked the students to do the presentation in front of the class.

Based on the description above, students have been taught maximally. However, what was expected by the teacher was not the same as the result. Ideally, students were able to comprehend the text given by the teacher. In fact, it was still found that the students could not comprehend the reading text, especially narrative text. It could be seen when they got from a reading text, they could not identify the topic of narrative text, they had limited vocabulary to understand the content of narrative text, they could not identify the social function of narrative text and they could not find out the word reference of narrative text.

In providing solutions to those problems, the researcher tried to give a new strategy to make the students easy to comprehend the narrative text that was Recognizing Story Structure Strategy. In order to improve the students' comprehension in reading, they need an appropriate strategy to help them to solve the problem in reading comprehension. There is an actually strategy that might help the students to comprehend a narrative text that is Recognizing Story Structure. According to Ambruster et al (2003), Recognizing Story Structure Strategy can improve students' reading comprehension in narrative text and

students' understanding and become a comprehensive reader. Recognizing Story Structure Strategy also helps the students to find out the important information of narrative text such as the topic of study, character, or plot of a story. In other words, Johnson, (2009,pp.59-60) stated that the ability of readers to analyze and understand story structure helps the students outline the patterns or sequences of events of stories and students could understand the structure of the narrative text.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: **“The Effect of Using Recognizing Story Structure Strategy on Students’ Reading Comprehension of Narrative Text of The Eighth Grade at The Islamic Junior High School Darel Hikmah Pekanbaru”**.

## B. The Problem

### 1. The Identification of the Problems

Based on the background illustrated above, it is very clear that the students still have lots of problems in term of comprehending the narrative text. They got some problems while studying about reading especially in the narrative text.

- a. What causes some of the students unable to identify main topic from the texts given in narrative text?
- b. What makes some of the students unable to identify the problems in narrative text?
- c. What makes the students unable mention the generic structure of narrative text?
- d. What makes some of the students unable to identify the social message from story?

e. What makes some of the students unable to answer the questions in narrative text correctly?

## 2. The Limitation of The Problem

In order to avoid misunderstanding in this research, the researcher limits and focuses her problem precisely on the students' reading comprehension of narrative text of the eighth grade students at The Islamic Junior High School Darel Hikmah Pekanbaru.

## 3. The Formulation of The Problems

Based on the problem limited above, the problem is formulate in the following research questions as follows:

- a. How is the students' reading comprehension of narrative text taught by using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru?
- b. How is the students' reading comprehension of narrative text taught without using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru?
- c. Is there any significant difference between the students' reading comprehension of narrative text taught by using and without using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru?
- d. Is there any significant effect of using recognizing story structure strategy on the students' reading comprehension of narrative text at The Islamic Junior High School Darel Hikmah Pekanbaru?

## C. The Objectives and the Significance of the Research

### 1. The Objectives of the Research

- a. To identify the students' reading comprehension of narrative text taught by using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru.
- b. To identify the students' reading comprehension of narrative text taught without using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru.
- c. To identify whether there is a significant difference on the students' reading comprehension of narrative text between taught by using and without using recognizing story structure strategy at The Islamic Junior High School Darel Hikmah Pekanbaru.
- d. To identify whether there is a significant effect of using recognizing story structure strategy on the students' reading comprehension of narrative text at The Islamic Junior High School Darel Hikmah Pekanbaru.

### 2. The Significance of the Research

This research finding hopefully is helpful for both teacher and students in the process of teaching and learning, especially in reading narrative text. Related to the objective of the research above, significance of the research is identified as follows:

It can give the information that there are many strategies that can be used by the teacher for helping the students to solve their problems at The Islamic Junior High School Darel Hikmah Pekanbaru in comprehending the texts, especially in reading narrative text.

The teacher should know what strategy that can be used in teaching and learning process. While the teacher knows the appropriate strategy, it can help the students to study well. The second is that this research hopefully can give the benefits and contributions to students to increase their comprehension in reading especially in narrative text. The last one is this research can be used as reference for the next researcher.

#### D. The Reasons for Choosing the Title

There are three reasons why the researcher is interested in conducting this research:

1. This title is a relevant to the researcher's major as a student who is speciallizing in teaching and learning of English at the faculty of teacher training and education at State Islamic University of Sultan Syarif Kasim Riau.

As far as the researcher is concerned, the title of this research is not yet been investigated by other previous researchers.

The Islamic Junior High School Darel Hikmah Pekanbaru facilitates the researcher to conduct the research.

#### E. The Definition of The Terms

##### 1. Recognizing Story Structure

Recognizing story structure is a strategy that is effective for improving students' comprehension in reading narrative text. He also stated that the ability of readers to analyze and understand story structure helps the students outline the patterns or sequences of events of stories and students could understand the structure of the narrative text and this strategy is effective for improving students' comprehension in reading narrative text. In conclusion,

recognizing story structure is a strategy that is effective to the students that want to make a good comprehension in reading narrative text. Hence, this strategy also helps the students to become comprehensive readers. Ambruster et al (2003, p. 3) stated that Recognizing Story Structure Strategy can improve students' reading comprehension of narrative text and students' understanding and become the comprehensive reader. Recognizing Story Structure Strategy also help the students to find out the important information of narrative text such as the topic of study, character, or plot of a story. Hence, recognizing story structure strategy also requires the students' comprehension by guiding students in analyzing all of the elements in narrative text such as analyzing the plot, characters, settings, and conflicts in a story. When the students can analyze all of the elements in narrative text, it means that students will become more aware to engage at a higher level of comprehension In implementing this strategy, the teacher can ask the students to make a group and assigning each group one component of story structure. The groups' jobs are share about the plot, the setting, and also the conflict that happen in a story.

## 2. Reading Comprehension

Reading comprehension is the process of constructing meaning through interaction and involvement with written language. (Chair, 2002, p.11). Pertaining to the idea, Pang, et al (1986) stated that comprehension is the process of making sense of some words, sentences, and connected to the text. In achieving the comprehension, the students must be able to use background knowledge, vocabulary, grammatical knowledge, experience with text and some of strategies to help students to understand the written text. Hence, reading comprehension

