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CHAPTER I INTRODUCTION

A. Background of the Problem

One of the importance of English learning is reading texts. Reading is one of the receptive language skills that should be learned by the students. Generally, reading is an activity to get meaning of the text which involves the reader's knowledge and the text they read. Reading is fluent process of the readers combining from a text and their own background knowledge to build meaning (David Nunan, 2003, p. 69). However, reading is not just to read aloud the text without any goal. The readers should set their reading purposes before they are going to read, whether it is to get information, enhance the knowledge, learn something or get some pleasure.

Specifically, reading which is taught in the educational institution is led to reading comprehension. It requires students to read for understanding. It will push readers to extract the information and lead them to create meaning which should be understood well. In fact, Anderson states that comprehension is the aim of reading (Linse, 2005, p. 71). Thus, mastering reading in language learning includes both recognition of the written word and understanding the content of the reading or text.

By doing reading comprehension, students will activate their comprehension which is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vough & Silvia ,2004,

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p.98). Therefore, it becomes a necessary need for students to learn and have good reading comprehension and for teacher to teach how to comprehend a reading or text so the students can explore all kinds of information which are hidden.

Based on the purposes of teaching English, one of the orientations of the implementation of School-Based Curriculum (*SBC*) is reading. In reading skill, the students are expected to understand meaning of simple, short, functional (interpersonal and transactional) reading text formally or informally. In this case, the students are hoped to understand five types of text, namely: descriptive, recount, narrative, report, and procedure in simple form of daily life situation (Department Pendidikan Nasional, 2006, p. 13).

Islamic Junior high School Syahrudiniyah Sungai Pagar is one of the schools that applies School-Based curriculum (*SBC*). There are three basic competences that should be achieved by the students at the eighth grade. First, the students are able to read aloud the functional text and short essay in recount and narrative texts by spelling, stressing, and intonating. Second, the students are able to respond the meaning of functional text and short essay accurately, fluently, and understandably with the closest environment, such as mysteries, science fiction, romances, horror stories, legends, historical narratives, personal experience and so on. Third, the students are able to respond to the meaning in short essay accurately, fluently, and understandably in daily life, especially in narrative text. Moreover, the students should be able

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to achieve the cumulative minimum standard score (*KKM*) of which for English is 75.

Based on preliminary study on April 21st 2016 by interviewing the English teacher, it was found some information that this school has applied School-Based curriculum and used many strategies and techniques in developing students' comprehension, but the result of the learning process was still far from teacher's expectation or did not reach the *KKM*. In learning process, the teacher used the Three Phases Technique.

The first activity at the pre-activity was, the teacher explained the narrative text and after that the teacher asked the students' schemata about narrative text. At while-activity, the teacher asked the students to read the narrative text individually and silently. After the students read the text, the teacher addressed some questions to the students about the content of the story. At post-activity, the students answered the questions based on the text given. Some of the students only read the text and did not know what the text was exactly talking about. Most of them could not comprehend and answer the questions correctly. Finally, they got low score in reading comprehension which is below the *KKM*.

There were some various phenomena found by researcher after conducting the interview or preliminary study as follows:

1. Some of the students were not able to identify the main idea of a narrative text.

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2. Some of the students were not able to identify the generic structure of a narrative text.
3. Some of the students were not able to identify pronominal reference in narrative text.
4. Some of the students were not able to identify supporting detail in a narrative text.
5. Some of the students were not able to infer the meaning of unknown word from context.

To improve the students' reading comprehension, it needs appropriate technique or strategy for helping them as a solution to cover their problems. In this case, the researcher offers a new strategy to improve students' comprehension in reading narrative text. The strategy that can help them to improve their reading comprehension is called Anticipation-reaction guide strategy.

Anticipation-reaction Guides activates students' prior knowledge of a specific topic through identification of existed idea or attitudes. It enables students to become interactive readers. Anticipation-reaction guide is a strategy that allows them to identify their ideas and see them in relation to information offered in the text. It also provides them an opportunity to discuss these perception with others (Bouchard, 2005, p. 66). This strategy is very useful for the students to guide them in comprehending difficult texts.

Based on the explanation of the problem above, the researcher was interested in carrying out the research entitled: "**The Effect of Anticipation-**

reaction Guide Strategy on Student's Reading Comprehension in Narrative Text at the Eighth Grade of Islamic Junior High School Syahrudiniyah Sungai Pagar of Kampar Regency”.

B. The Problem

1. The Identification of the Problem

Based on the background of the problems, it was stated that many students still had many problems especially in reading. Therefore, the researcher identified the problem as follows:

- a. Why were some of the students not able to comprehend the main idea of the narrative text?
- b. Why were some of the students not able to identify the description of information from the narrative texts clearly?
- c. Why were some of the students confused to recognize the generic structure of the text?
- d. Why were some of students not able to identify pronominal reference of the text?
- e. Why were some of the students not able to infer the meaning of unknown word from context?

2. The Limitation of the Problem

Based on the identification of the problem above, it was clear that there were many problems that ought to be investigated. The researcher limited the problem of the students' reading comprehension on the narrative text. Therefore, the focus of researcher was using Anticipation-

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reaction Guides Strategy on teaching reading comprehension in narrative text at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar.

3. The Formulation of the Problem

The problem of this research was formulated in the following questions:

- a. How is the students' reading comprehension in narrative text, taught without using Anticipation-reaction guides strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar?
- b. How is the students' reading comprehension in narrative text, taught by using Anticipation-reaction guides strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar ?
- c. Is there any significant effect on the students' reading comprehension in narrative text, taught by using Anticipation-reaction guides strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar?

C. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension in narrative text, taught without using Anticipation-reaction guide strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar.

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- b. To find out the students' reading comprehension in narrative text, taught by using Anticipation-reaction guides strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar.
- c. To find out the significant effect on students' reading comprehension in narrative text, taught by using Anticipation-reaction guides Strategy at the eighth grade of Islamic Junior High School Syahrudiniyah Sungai Pagar.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research were:

- a. Hopefully, this research is able to contribute the benefit researcher as a novice researcher in terms of learning how to conduct a research.
- b. This research can give meaningful contribution about the strategy of learning English to English teachers which concerns on reading comprehension.
- c. This research can provide useful information for students about reading learning strategy, so students can apply it in comprehending the reading text.
- d. This research can increase, improve, and enhance the writer's knowledge in teaching reading by using Anticipation-reaction guide strategy.

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D. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it was necessary for the researcher to define the following terms:

1. Effect

Effect is a change that somebody or something causes in somebody or something else a result (Hornby, 2000, p. 422). In this research, a changing of students' reading comprehension is caused by the use of Anticipation-reaction Guide strategy.

2. Anticipation-reaction Guide Strategy

Anticipation-reaction guide is a strategy that allows students to identify their ideas and see them in relation to information offered in the text. It also allows them an opportunity to discuss these perceptions with others (Bouchard, 2005, p. 66).

3. Reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). In this study, reading comprehension deals with students' ability to answer the multiple-choice questions of narrative text correctly.