CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of language skills that must be mastered by language learners. According to Nunan in Syahputra (2014:96) stated that reading is a set of skills that involves making sense and deriving meaning from the printed out. In order to read, the readers must be able to decode (sound out) the printed words and also comprehend what they read. Reading determines how the students are able to think, that it has a fundamental effect on the development of imagination, and therefore on the kind of person they are capable of becoming, Syahputra (2014:96).

Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking, and writing). In teaching and learning language process in school, reading must be used as a basic skill to help students in catching knowledge. As a teacher, he/she should be able to comprehend the students’ ability, especially in reading. A teacher should have a strategy in teaching reading. Therefore, a good comprehension is necessary to comprehend meaning what the writer writes. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type
of the text, and understand how to apply them to accomplish the reading purpose, Hasibuan (2007:113). Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create the active learning, because the students not only learn by themselves but also discuss or share what they learn with their friends.

Besides, the purpose of reading is to find the meaning and to get information from the texts. It is supported by Nunan (2003: 68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Braunger (2006:8) says that reading is construction meaning from the text. It is an active, cognitive, and affective process. In the other words, reading is a process of readers combining information and understanding the idea of information in the text.

Reading becomes one of skills taught in As Shofa Islamic Junior High School Pekanbaru. It is taught in every semester by various purposes. One of the purposes stated on the syllabus, here the school use Curriculum 2013, is to read aloud, respond the meaning and comprehend the meaning of short functional texts and essays in the form of descriptive, recount, and narrative.

At As Shofa Islamic Junior High School, some teaching techniques had been applied in teaching reading such as discussion, story map, and etc. They were good techniques to improve students’ reading comprehension. The teachers sometimes also used games that were able to improve students’
reading comprehension. Students could also improve their reading comprehension by extensive learning because internet shops were easy to be found so that they could download English education video they wanted to improve their knowledge of English.

Based on explanation above, ideally the students could comprehend the reading texts well. But, based on preliminary research done on March 2016 by observing and interviewing the English teachers at that school As Shofa Islamic Junior High School Pekanbaru, it was clearly found that some students still got the difficulties in reading comprehension. The students’ reading ability was far from the students’ achievement/ the minimum criteria of students passing grade (KKM). At As Shofa Islamic Junior High School Pekanbaru, there are 457 students but not all students could reach the passing grade which its score is 85. Furthermore, the writer wanted to apply Marginal Notes Strategy to improve students’ reading comprehension. In teaching and learning comprehension in this school, in teaching reading, the teacher did not use various strategies for students. The teacher should be able to choose a good strategy to teach reading effectively to improve the students comprehension. Nevertheless, students could not get the point in teaching process. Students get difficulties in comprehending reading skill as follow:

1. Some of students were not able to identify the social function of narrative text
2. Some of students were not able to identify the generic structure of narrative text
3. Some of students were not able to identify the meaning of certain word of narriative text
4. Some of the students were not able to identify the reference of narrative text
5. Some of students were difficult to understand word by word of the text and they still transate the word to word, so they need much time to comprehend the narrative text.

Based on the phenomena above, the writer thought that the students of As Shofa Islamic Junior High School Pekanbaru still needed appropriate strategy to improve their skill in reading. There must be a strategy that could help students improve their reading comprehension which was called Marginal Notes Strategy. Marginal Notes Strategy is a strategy that can be used by the teacher in teaching reading comprehension. Hervei (2005:57) defines that Marginal Notes strategy is a reader need to mark up the margin of the text with word, to remaind themselves why they highlighted or underlined. In addition, Cameroon (2004:48) states that Marginal Notes Strategy is encouraging students to make notes about connection, reaction they have, the material or question. This strategy activates background knowledge and helps students connect new information to what they already know.

Finally, the writer conducted a research entitled “The Effect of Using Marginal Notes Strategy on Students’ Reading Comprehension at As Shofa Islamic Junior High School Pekanbaru”.
B. Definition of Term

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are defined as follows:

1. Effect

Richards and Schmidt (2002:190) stated that effect is used to measure the strength of one variables’ effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching reading treated by Marginal Notes strategy at As Shofa Junior High School of Islamic Pekanbaru.

2. Marginal Notes Strategy

Hervei (2005:57) defines that Marginal Notes strategy is a reader need to mark up the margin of the text with word, to remain why they highlighted or underlined. In addition, Cameroon (2004:48) states that Marginal Notes Strategy is encouraging students to make notes about connection, reaction they have, the material or question. Marginal Notes strategy is a very active strategy that requires you to more deeply process information compared to highlighting alone (Olson, 2003: 161). In this research, Marginal Notes strategy is a strategy that is used by students on reading comprehension at As-shofa Islamic Junior High School Pekanbaru.
3. **Reading Comprehension**

Reading is an activity with a purpose. Reading helps person to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts. Then, the reader will be easy to select the text (Hasibuan and Ansyari, 2007: 114). Reading becomes a subject matter in this research. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills, and prior knowledge. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.

C. **Problems**

1. **Identification of the Problems**

Based on the background of the problem on the difficulties encountered by the students of the eighth at As-shofa Islamic Junior High School Pekanbaru, thus there were some problems of this research that could be identified such as:

a. What made some of students were not able to identify the social function of narrative text?

b. What made some of student were not able to identify the generic structure of narrative text?
c. What made some of students were not able to identify the meaning of certain words of the narrative text?

d. What made some of students were not able to identify the reference of the narrative text?

e. Was Marginal Notes Strategy effective to improve students’ reading comprehension?

2. Limitation of the Problems

Based on the identification of the problems stated above, the problem in this research only focused on students’ reading comprehension on narrative text by using Marginal Note Strategy at As-shofa Islamic Junior High School Pekanbaru.

3. Formulation of the Problems

The problem of this research could be formulated in these following questions:

a. How was the students’ reading comprehension on narrative text taught without using Marginal Notes strategy of the eighth grade at As-shofa Islamic Junior High School Pekanbaru?

b. How was the students’ reading comprehension in narrative text taught by using Marginal Notes strategy of the eighth grade at As-shofa Islamic Junior High School Pekanbaru?
c. Was there any significant difference on students’ reading comprehension in narrative text taught by using Marginal Notes strategy of the eighth grade students at As-shofa Islamic Junior High School Pekanbaru?

D. Objectives and Significance of the Research

1. Objectives of the Research

   The writer carried out this research for several objectives as follows:

   a. To find out the students’ reading comprehension on narrative text taught without using Marginal Notes strategy at As-shofa Islamic Junior High School Pekanbaru.

   b. To find out the students’ reading comprehension on narrative text taught by using Marginal Notes strategy at As-shofa Islamic Junior High School Pekanbaru.

   c. To find out whether there was significant difference on students’ reading comprehension in narrative text taught by using Marginal Notes strategy at As-shofa Islamic Junior High School Pekanbaru.

2. Significance of the Research

   This study gave some significance to the writer, the students and the teachers at As Shofa Islamic Junior High School Pekanbaru, and education. The description of the significance is as follows:
a. To give a contribution about Marginal Notes strategy to English teachers concerning with reading comprehension.

b. To provide useful information for the students about Marginal Notes strategy, in order that the students could apply it in comprehending the reading text.

c. To fulfill one of the requirements to finish writer’s study at State Islamic University of Sultan Syarif Kasim Riau.

E. Reason for choosing the title

The reason why the writer was interested in carrying out the research on the topic above are on several consideration:

1. The title of this research was relevant with the writer’s status as the student of English Education Department. In English Education Department, the students needed to carry out the research related to teaching and learning in formal institution as a requirement when they wanted to graduate from the faculty.

2. The problems of the research were very interesting and challenging to be investigated in term of teaching and learning reading as EFL/ESL class. The teacher of reading comprehension was required to improve students’ reading comprehension.

3. As far as the writer was concerned, this research title had never been investigated by any researchers.