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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a crucial skill that should be mastered by students. It is not only related to the process of eyes movement but also the process to encode and catch the meaning that delivered by the writer. According to Richard and Schmidt (2010:483) “reading is the process by which the meaning of a written text is understood”. Dealing with it, Johnson (2008:3) also defines that “reading is the practice of using text to create meaning”. The points are creating and meaning. If the reader cannot catch the meaning of the reading, it means that there is no process of reading taking place. Moreover, Hasibuan and Ansyari (2007:114) believe that “reading is an activity with a purpose”. Some people may read in order to find the information, some of them may also read to entertain themselves or to enhance knowledge from the text. Therefore, reading is not easy to be mastered because the readers should have a skill to comprehend the author’s messages, the topics, and the topic sentences.

Furthermore, Klingner (2007:104) also proposes that reading is an activity that has a purpose. Saying for example, if we want to know how to cook a chicken soup, we might look for a book filled with recipe ideas about chicken soup. Whether we are reading for enjoyment, to gain factual, or to learn skills such as how to analyze poetry, being aware of the purpose for

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reading is an essential first step. Pertaining to the statements above; Moreillon (2007:19) also states that reading is a transaction among the reader, the text, and the intention of the author. When we are reading, we use our eyes to receive written symbols (punctuation marks, letters, and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. The more we read the more information and knowledge we gain. Reading is crucial because it will provide great values. Regarding with this, Harrison (2004:3) believes that reading is so important because it is related to human development. He quotes a quotation from a letter written by Gustave Flaubert in 1857 “Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live”. This is how crucial reading is. The readers will find the useful information from any resources such as articles, journals, books, newspapers, magazines, etc.

As one of the language skills, reading is consumed by everyone especially for literate society. It is supported by Maxom, he indicates that “reading is one of the key skills in language learning” (2009:139). Dealing with the existences of reading in the world of education, Snow (2002: xiii-xiv) proposes that reading will bring the readers into their cognitive capabilities such as (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and



experiences. By strengthening the reading skills, the students will be able to make a greater progress and development in all other areas of learning.

Islamic Senior High School Hasanah Pekanbaru is one of the Islamic senior high schools in Pekanbaru. As a formal education, Islamic Senior High School Hasanah Pekanbaru also provides English subject to be taught for the students, especially reading skill. School Based Curriculum (SBC) requires reading as one of the skills in English that must be taught at school. Islamic Senior High School Hasanah Pekanbaru also uses School Based Curriculum (SBC) as its guide in the process of teaching and learning English. In learning English, the students should be able to use all skills in English.

According to Educational Curriculum of the first grade, the students must achieve two competences; those are standard competence and basic competence. For the standard competence, they must be able to comprehend the meaning of short functional text in the form of recount and narrative in the context of daily life activities and to access knowledge. Moreover, for the basic competence, students are able to respond the meaning and rhetorical step of short functional text accurately, fluently, and acceptably such as recount and narrative text to interact in daily life contexts (Department of National Education, 2006). This research focuses on narrative text. The minimum criterion of students' passing grade for reading skill in this school is 75. Based on School- Based Curriculum (SBC), this school provides the English lesson twice a week. The teaching and learning process for one meeting is about 2

hours. The duration for one hour is about 45 minutes. So, English taught is about 180 minutes in a week.

Table I.1
Students' Learning Achievement

NO	Description	Scoring	
		Score	Mark
1	a. Students can identify the topic, factual information, word meaning, complication, purpose of the text clearly and completely.	80-100	A
	b. Students can identify the topic, factual information, word meaning, complication, purpose of the text clearly.	70-79	B
	c. Students have limited understanding to identify the topic, factual information, word meaning, complication, purpose of the text	60-69	C
	d. Students have little understanding to identify the topic, factual information, word meaning, complication, purpose of the text	<60	D

Based on the rubric above if students got 80-100 score, it means the students identify the topic factual information, word meaning, complication, purpose of the text clearly and completely; if students got 70-79 score, it means the students identify the topic, factual information, word meaning, complication and purpose of the text clearly; if students got 60-69 score, it means students have limited understanding to identify the topic, main idea, complication and purpose of the text; if students got <60 score, it means students have little understanding to identify the topic, factual information, word meaning, complication and topic of the text. And from the rubric it can be concluded students in learning reading comprehension of narrative text should be able to identify the topic, factual information, word meaning,



complication, purpose of the text clearly. But in fact, some of the students did not reach the minimum criterion of students' passing grade.

Based on the writer's preliminary research at Islamic Senior High School Hasanah Pekanbaru especially for the first grade students, reading was taught with various strategies. The students were given reading materials and they answered the questions collaboratively, then, teacher asked them to collect their papers and the teacher gave the true answers to the students. Besides, the teacher motivated the students to improve their reading comprehension by providing games. However, what was expected by the teacher was not the same as the result. There were some of the students who still faced some problems and difficulties in comprehending the reading text, especially in narrative text. Students could not find the main idea of the narrative text; students were not able to identify the generic structure of narrative text. Their competence in reading comprehension was still far from the expectation of the curriculum. It can be proved from the students' achievement. It is not qualified from the minimum criteria of students' passing grade. Based on the pre- observation, it can be seen in the following problems:

1. Some of the students could not identify the topic of the text clearly.
2. Some of the students could not identify the factual information clearly.
3. Some of the students could not identify the word meaning of the text clearly.

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4. Some of the students could not identify complication of narrative text clearly.
5. Some of students could not identify the purpose of the narrative text clearly.

Therefore, there is a solution to help students' reading comprehension.

It is called Book Box. According to Feeney (2006:11), a book box is a container of some sorts with several objects that is related to a book. Jonson (as cited in Wilfong, 2014: 8) also stated book boxes entice students to reading with the trick of building suspense. Teachers use book boxes to introduce a new piece of literature and to help students build background knowledge, including knowledge of vocabulary and story themes. This strategy provides a variety of activities that keep them interested in the lesson during teaching and learning process.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled: "The Effect of Using Book Box Strategy on Students' Reading Comprehension of Narrative Text at Islamic Senior High School Hasanah Pekanbaru".

B. Problem

1. Identification of the Problem

Based on the problems stated earlier, most of the students of the first grade at Islamic Senior High School Hasanah Pekanbaru still get some

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problems in their reading comprehension. Those interrelated problems can be identified as follows:

- a. Why was the topic difficult to be identified by some of the students?
- b. Why was the factual information difficult to be identified by some of the students?
- c. Why was the word meaning of the text difficult to be identified by some of the students?
- d. Why was the complication of the text difficult to be identified by some of the students?
- e. Why was the purpose of the narrative text difficult to be identified by some of the students?

2. Limitation of the Problem

To avoid misunderstanding and to clarify the study, the making of limitation of the study should be provided. The writer limits the study on teaching English that concerns on the students' reading comprehension in narrative text by using book box strategy of the first year at Islamic Senior High School Hasanah Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

- a. Is there any significant difference of using Book Box on students' reading comprehension at Islamic Senior High School Hasanah Pekanbaru?



- b. Is there any significant effect of using Book Box Strategy on students' reading comprehension at Islamic Senior High School Hasanah Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

Particularly, this research intends:

- a. To find out there is any significant difference of using Book Box Strategy on students' reading comprehension on narrative text at Islamic Senior High School Pekanbaru.
- b. To find out there is any significant effect of using Book Box Strategy on students' reading comprehension of narrative text at Islamic Senior High School Hasanah Pekanbaru.

2. Significance of the Research

Besides the specific objectives above, this research is also directed to the significance of the research:

- a. Hopefully, this research is able to benefit the writer as novice researcher especially in learning how to conduct a research.
- b. This research is also hoped to be useful and valuable, especially for students and teachers of English at Islamic Senior High School Hasanah Pekanbaru to be consideration for their future teaching and learning English process.

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- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories on language teaching.

D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research. They are:

1. The title of this research is relevant with the writer's status as a student of English Education.
2. The strategy of this research is not yet used by other previous researcher.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of the Term

There are many terms involved in this research. Thus, to avoid misunderstanding about the terms used, the following terms are necessary defined as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Schmidt, 2002:175). It means, effect is the result caused of something changing. So,

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in this research the writer wants to know the effect of using Book Box Strategy on students' reading comprehension in narrative text of the first grade at Islamic Senior High School Hasanah Pekanbaru.

2. Book Box Strategy

According to Feeney (2006:11) a book box is a container of some sort with several objects in it related to a book. Teachers use book boxes to introduce a new piece of literature and to help students build background knowledge, including knowledge of vocabulary and story themes. Students make personal connections to the text when they create book boxes and bags at the end of a literature unit. The project engages the interest of all students, regardless of reading ability.

3. Reading Comprehension

According to Nunan (2005:69), reading is a set of skills that involves making sense and deriving meaning from the printed word. While comprehension is the identification of the intended meaning of written or spoken communication (Richards and Schmidt, 2010:108). In this case, comprehension is dealing with reading. So, reading comprehension is the process of decoding meaning of the written text by the reader.

4. Strategy

According to Richard and Schmidt (2010:559) strategy is procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are

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those conscious or unconscious processes in which language learners make and use in learning and using a language.

5. Narrative Text

Narrative is story telling. In short, narrative is a text that tells a story, it can be an imaginary or real event. Besides, the purpose of narrative text is to amuse the readers. Then, there are three generic structures of narrative text. They are orientation, complication and resolution. Firstly, orientation is the part that presents the settings of the story and introduces the characters involved. Secondly, complication is the sequence of events, usually in form of conflict that disrupts the normal event. Thirdly, resolution is problem solving of the conflict and the end of the story.