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CHAPTER I INTRODUCTION

A. Background of the Problem

The importance of reading becomes an aspect that should be considered among language skills. To acquire the information of reading text, the reader should have good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, explicitly or implicitly. Besides, a good comprehension is necessary to comprehend meaning what the researcher writes.

According to Hasibuan (2007: 114), reading is an interactive process that goes on between the reader and the researcher, resulting in comprehension. It means, there is communication between the reader and the text that happens during reading. Readers should use the previous knowledge, strategy and skill to comprehend the text because the last process of reading is comprehension. So, reading comprehension is when the reader can apply it effectively.

In addition, Duffy (2009: 14) stated that comprehension is the essence of reading because the goal of the written language is communication of the message. If the reader do not understand the message, they are not reading. It means, comprehension is the center of reading. Comprehension becomes the most important factor to indicate how well the readers read.



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State Junior High School 23 Pekanbaru is one of the schools in Pekanbaru city. As a formal education, this School is also conducting English language teaching for its students, especially for reading skill. The curriculum 2013 is used in the learning process. Based on the syllabus of Junior High School the students must achieve two competences; those are core competence and basic competence. For core competence, the students require 4 competences, KI 1 is respecting and appreciating the teaching of their religion. KI 2 is the honest behavior, discipline, responsibility, confident. KI 3 is understanding and applying knowledge. And KI 4 is reworking and reasoning in the real concrete.

Moreover, for the basic competence 3.14 applying the social function, text structure, and elements of language to perform social functions with narrative text. Basic competence 4.18 is developing oral and written narrative text, short and simple the structure of the text, and linguistic elements in correct and appropriate context. In this school, English has been taught twice in a week with duration of time 80 minutes for one meeting. According to school curriculum 2013, every student should get 75 minimum of score as the minimum competence criterion (KKM).

Based on the explanation above, it is clear that reading skill needs many aspects which should be mastered by the students. In State Junior High School 23 Pekanbaru, teaching English especially for reading skill, the teacher just asked the students to discuss task in the text book, read the text, and asked the students to answer question in the reading text given. Some of

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the students were still easy to forget what subject that had been taught before, so if the teacher wanted to continue to the next text, the students got difficulties because the subject that would be taught by the teacher always connected with each other. When the students read the text, they felt hard to understand and comprehend the text because they had just a few words to support their reading. It shows that students got some problems in reading skill especially in reading narrative text.

Then, based on the researcher's preliminary study and interview with Mrs. Daren S. Pd as one of the English teacher in State Junior High School 23 Pekanbaru on March 14, 2016, the students still had difficulties in learning English especially in term of learning to read. The problems can be seen in the following phenomena:

- a. Some of the students were not able to find out the main idea of Narrative text.
- b. Some of the students were not able to find out factual information from the Narrative text.
- c. Some of the students were not able to find out the meaning of vocabulary in the Narrative text.
- d. Some of the students were not able to identify the word reference in the Narrative text.
- e. Some of the students got difficulty to make inference from narrative text.

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To accomplish students' need in reading, there is strategy that can help them to improve their reading comprehension which is called Hot Seat strategy. Donaldson (1997:32) in Yuniko (2013:4) said Hot Seat is a strategy which can help pupils either to build a character or to develop a greater understanding of character in the text.

Based on the phenomena above, it can be concluded that most of the students of Junior High School 23 Pekanbaru were still problematic in term of reading. Therefore, the researcher was interested in investigating the problems above into a research entitled: **“The Effect of Using Hot Seat Strategy on Students’ Reading comprehension in Narrative Text at State Junior High School 23 Pekanbaru.”**

B. The Problem

1. Identification of the Problem

Based on the background above, thus the problems of this research are identified as follows:

- a. What factors made students unable to identify the main idea of Narrative text?
- b. What factors made students unable to find out factual information from the Narrative text?
- c. What factors made the students unable to find out the meaning of vocabulary in the Narrative text?



- d. What factors made the students unable to identify the word reference of the Narrative text?
- e. What factors made the students unable to make inference from narrative text?

2. Limitation of The Problem

Based on the identification of the problem above, it is clear that there are many problems in this research; all of the problems are about the students' reading comprehension. Thus, the researcher wanted to limit and focus on the students' reading comprehension of narrative text in finding main idea, finding factual information, finding meaning vocabulary, identifying word reference and making inference by considering the difficult text for eighth grade at State Junior High School 23 Pekanbaru.

3. Formulation of the Problem

Based on the background of the study, the researcher formulates the problems in the following questions:

- a. How is students' reading comprehension in narrative text taught by using Hot Seat strategy of the eighth grade at State Junior High School 23 Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without using Hot Seat strategy of the eighth grade at

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State Junior High School 23 Pekanbaru?

- c. Is there any significant effect of using Hot Seat strategy on students' reading comprehension in narrative text of the eighth grade at State Junior High School 23 Pekanbaru?

C. The Objectives and Significance of The Research

1. The Objectives of the Research

The researcher carried out this research for several objectives as stated below:

- a. To find out the students' reading comprehension of the eighth grade at State Junior High School 23 Pekanbaru in narrative text taught by using Hot Seat strategy.
- b. To find out the students' reading comprehension of the eighth grade at State Junior High School 23 Pekanbaru in narrative text taught without using Hot Seat strategy.
- c. To find out whether there is any significant effect of using Hot Seat strategy on students' reading comprehension in narrative text of the eighth grade at State Junior High School 23 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research is as follows:

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- a. Hopefully, these research can be useful and valuable, especially for students and teachers of English at State Junior High School 23 Pekanbaru to be consideration for their future teaching learning English process.
- b. 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.
- c. Finally, this research is able to fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic of Sultan Syarif Kasim Riau.

D. The Definition of The Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. Effect

According to Richards and Schmidt (2010:393), 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 Hot Seat Strategy at State Junior High School 23 Pekanbaru.

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2. Hot Seat Strategy

Donaldson (1997:32) in Yuniko (2013:4) said Hot Seat is a strategy which can help pupils either to build a character or to develop a greater understanding of character in the text. Hot seat strategy means in this research is a strategy used by the researcher to know its effect on students' reading comprehension.

3. Reading Comprehension

According to Nunan (2005:69), reading is a set of skills of deriving meaning from the printed word. According to Richard (2010: 117), comprehension means the identification of the intended meaning of written or spoken communication. In this research, reading comprehension means a process of understanding the text, especially in narrative text. In order to get information and the meaning of the text of the eighth grade students at State Junior High School 23 Pekanbaru.