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## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Reading is one of the language skills which have to be mastered by students in learning English. It is called receptive process; since it is receiving the words without producing the words (Johnson, 2008). It is the process of recognizing and interpreting the written or printed materials. As pointed out by Patel and Jain (2008, pp.113-114) “Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language”. In short, reading is very important for expanding someone’s knowledge and finding information.

In teaching and learning English in Indonesia, especially in every educational level, the reading skill is categorized as one of the language skills which have to be mastered by the students. In line with the statement above, Stone (2009) mentioned that reading is a fundamental goal which has to be mastered by the students in order to be successful people in their school and lives. It is clear that the reading is beneficial to the students for enlarging their English.

Reading is not only difficult at Islamic Junior High School Al-Muttaqin Pekanbaru, but also in other educational levels. In accordance with the statement above, Dorn and Soffos (2005) revealed that reading is a complex process involving a cognitive point of view working together for



constructing meaning. Regarding the previous idea, Murcia (2001) said that the readers' expectation after reading a written text is to make a meaning and to comprehend what they read. Dealing with that statement, as one of the expectations of the readers in reading something, the comprehension involves word knowledge (vocabulary), prior knowledge and readers' engagement to construct meaning in the text (Pang et al., 1986). Concisely, an ultimate goal of reading is comprehension. Thereby, the comprehension can be told as the core of reading activities.

Meanwhile, in order to accomplish the students' need on reading, the School-Based Curriculum provides reading as one of the skills in English mastery that must be taught and learned in Islamic junior high school. Based on BSNP (2006, p.128) the goals of teaching reading can be seen as follows:

1. Responding meaning in a simple and short functional written text accurately, fluently, and acceptably enabling them to interact in daily contexts.
2. Responding meaning and rhetorical steps in a simple short essay accurately, fluently, and acceptably enabling them to interact in daily context in the forms of written descriptive, recount, and narrative.

Islamic Junior High School Al-Muttaqin is one of the formal education institutions in Pekanbaru applying School Based Curriculum as its guidance in teaching and learning process. In Islamic Junior High School Al-Muttaqin Pekanbaru, there are 2 professional English teachers there, Mrs. Petti S.Pd and Miss Mutia Herfina S.Pd. English had been taught starting



form seventh grade. It is taught twice a week with time duration about 2 x 45 minutes. Based on the syllabus of the 2016/2017 the standard competences demand the students to respond to the meanings and the rhetorical pattern of a simple short narrative and recount texts accurately and fluently related to the environment while the basic competences demand the students to understand the meanings of a short functional text and a simple essay organizing narrative and recount for interacting with the surrounding environment. Furthermore, the minimum the students passing grade (KKM) is 75.

Based on the preliminary study of the writer at Islamic Junior High School Al-Muttaqin Pekanbaru on March, 12<sup>th</sup> 2016 by interviewing the English teacher and the eighth grade students, the writer found that some of the students at this school had difficulties in learning English especially in reading comprehension exactly narrative texts. Reading comprehension (narrative texts) had been taught by using summarizing strategy. As pointed by Silver (2007) the summarizing requires the students to make decisions about what content that is essential and nonessential, sorts information into meaningful sets, and communicates their ideas cohesively. Then, Duffy (2009) also mentioned that the summarizing strategy can be used to help students to identify the internal structure of a story (narrative text).

During activities, the teacher gave explanation about narrative texts, the teacher asked the students to read the text and identified the generic structure of narrative texts, then asked the students to summarize the text, the teacher asked the students to tell about what they read, the teacher explained



about the content of narrative texts, the teacher asked the students to answer the questions about the narrative texts, and then the teacher made conclusion of the lesson and closed the learning session. From the descriptions above, the students had been taught well starting from seventh grade by professional English teachers. Ideally, those efforts were effective enough for helping the students in improving their reading comprehension skills.

However, the students seemed not to perform their reading comprehension well. Based on the students' learning achievement, to get 75 of the minimum the students passing grade (KKM) score, the students in learning reading comprehension (narrative texts) should be able to identify the the specific information, generic structures, language features, communicative purposes and references clearly. In fact, after doing an interview with the English teacher, the scores showed that there were only 10 (31%) students who could pass the minimum students passing grade (KKM) scores while 22 (69%) students could not pass the minimum students passing grade (KKM) scores, thus, the students had limited understanding to identify the specific information, generic structures, language features, communicative purposes and references. The problems could be proven by the writer through the students' English achievement. Hence, referring to the problems appeared above, the problems can be seen from the following phenomena:

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1. Some of the students were difficult to identify the specific information of narrative texts.
2. Some of the students were difficult to identify the generic structures of narrative texts.
3. Some of the students were difficult to identify the language features of narrative texts.
4. Some of the students were difficult to identify the references from narrative texts.
5. Some of the students had lack of vocabularies in locating the meaning of narrative texts.
6. Some of the students had low motivation in learning English.

Therefore, referring to the instability scores of the students based on the standard of the minimum students passing grade (KKM), the writer proposed the Puppet Show strategy, notably paper puppets in order to edify the students' teaching process. The paper puppets are simple to be made and modified by adding some colorful things and it is interesting for the students. Using puppets in the classroom is one of the ways to encourage students to learn English. Furthermore, According to Overholt (2010) the use of puppets was explored for students' comprehension while reading a variety of texts. It can help the students to make meaning.. The students could be seen to focus intently on the puppets, maintain high levels of concentration and they will be particularly motivated to read (Keogh, 2006). It is clear that the use of





puppets can motivate student in comprehending the reading selection or topic (Nurhayati, 2011).

Regarding the explanations and problems above, the writer was encouraged to conduct a research that was particularly concerned with reading comprehension of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru by using Puppet Show. Thus, writer was interested in investigating the problems by conducting a research project entitled *“The Effect of Using Puppet Show Strategy on Students’ Reading Comprehension at Islamic Junior High School Al-Muttaqin Pekanbaru”*.

## B. The Problem

Based on the writer’s preliminary study at Islamic Junior High School, it was clearly illustrated that some of the students were still getting difficulties, especially in term of reading narrative texts.

### 1. The Identification of the Problem

Based on the background and the phenomena on the difficulties and encountered by the students, thus, the problems of this research were identified in the following identification:

- a. Why were some of the students difficult to identify the information of narrative texts?
- b. Why were some of the students difficult to identify the generic structures of narrative texts?
- c. Why were some of the students difficult to identify the language features of narrative texts?

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- d. Why were some of the students difficult to identify the communicative purposes of narrative texts?
- e. Why did some of the students have lack vocabularies in locating the meaning of narrative texts?

## 2. The Limitation of the Problem

Because of the writer's limitation in terms of energy consumed, time allocated, funds needed and the identification of the problems stated above, the writer needed to limit the problems of the research on students' ability to identify specific information, generic structures, language features, communicative purposes and references of narrative texts toward Puppet Show strategy notably paper puppet of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.

## 3. The Formulation of the Problem

Based on the limitation of the problems above, the problems of this research could be formulated in the following questions:

- a. How is the students' reading comprehension of narrative texts taught without using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru?
- b. How is the students' reading comprehension of narrative texts taught by using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru?
- c. Is there any significant difference of means of students' reading comprehension of narrative texts taught without and by using the

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Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru?

- d. Is there any significant effect of using the Puppet Show strategy on the students' reading comprehension of narrative texts of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru?

### **C. The Objective and Significance of the Research**

#### **1. The Objective of the Research**

- a. To investigate the students' reading comprehension of narrative texts taught without using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.
- b. To investigate the students' reading comprehension of narrative texts taught by using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.
- c. To investigate whether there is significant difference of means of students' reading comprehension of narrative texts taught without and by using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.
- d. To investigate whether there is significant effect of using the Puppet Show strategy on the students' reading comprehension of narrative texts of the eighth grade students of Islamic Junior High School Al-Muttaqin Pekanbaru.





## 2. The Significance of the Research

- a. Hopefully, these research findings are able to benefit the writer as a novice one in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable for both teachers of English and students of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru for their teaching and learning consideration.
- c. Besides, these research findings are also expected to be positive and valuable information especially 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 the practical and theoretical information to the development of theories on language teaching in general.

## D. The Reasons for Choosing the Title

There are some reasons why the writer is interested in carrying out this research:

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



## **E. The Definition of the Key Terms**

There were many terms involved in this research, so that to avoid a misunderstanding to the terms used in this research, the following terms were necessarily defined as follows:

### **1. Effect**

Effect refers to anything happening caused by some other thing or it can be told as the result of something. In line with the statement above, Creswell (2008) stated that the effect refers to identify the strength of the conclusion about class differences or the relationship among variables in a quantitative study. It is clearly explained that the effect refers to anything happening caused by something about the differences among the variables involved. In this research, the effect is defined as the result of teaching reading narrative to students treated with the Puppet Show Strategy of the eighth grade at Islamic Junior High School Al-Muttaqin Pekanbaru.

### **2. Puppet Show Strategy**

A puppet refers to a doll and a small jointed figure controlled and manipulated by humans with hands by using strings or wires and also rods. In accordance with the statement above, Nurhayati (2011) as cited in Wikipedia stated that Puppet is a small figure of a person operated from above with strings by a puppeteer creature. Furthermore, the writer will use paper puppets as the media to teach the students because paper puppet is simple made and modified by adding some colorful things and it is interesting for the students. In this research, the Puppet Show is a



strategy notably paper puppets that are used by the writer to improve the students' reading ability in comprehending narrative texts.

### 3. Reading Comprehension

Reading comprehension refers to the ability to construct meaning from a given written text. The comprehension can be seen as the process of simultaneously extracting and constructing meaning through the interaction and involvement with a written language (Chair, 2002). Concisely, an ultimate goal of reading is comprehension. Thereby, the comprehension can be told as the core of reading activities. In this study, reading comprehension refers to the students' understanding in narrative texts which were measured by writer at Islamic Junior High School Al-Muttaqin Pekanbaru.

### 4. Narrative text

A narrative text is a kind of texts telling and entertaining the readers. According to Syaffii (2014) a narrative text is a text telling the readers about a true or fiction story. In line with this statement, Oshima and Hougue (2007) stated that the narrative is story writing. In the model narrative paragraph, the writer used time in order to tell what happened first, what happened next, what happened after that, and so on. Hence, the narrative text is a text telling and entertaining the readers about a true or fiction story. In this research, the narrative text, notably folklore that is a text used in giving tasks to the students at Islamic Junior High School Al-Muttaqin Pekanbaru.