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CHAPTER 1 INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills that should be mastered by the students. Reading is one of the activities that is done by the English language learner, which is proclaimed as one of the receptive skills. In line with the ideas above, Hasibuan and Ansyari (2007:114) said that, this is an activity that has a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skills and strategies are appropriate to the type of text, and understands how to apply them to accomplish the reading purpose.

Dealing with the above statement, Nunan (2003:68) says that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, learners will make greater progress and development in all areas of learning. By reading we can get many things, especially acquiring information. Furthermore, it is an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. Hasibuan (2007:114-115) says that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.



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Reading is one of the skill that should be acquired by the students, especially in junior high school level. In order to accomplish the need of reading, School Based Curriculum (SBC) for the first year students states that the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text; descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. In this research, the writer focuses on the narrative text. In narrative text, the students should be able to identify main idea of the text, meaning word of the text, and the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from text.

State Junior High School 14 (SMPN 14) is one of the junior high school in Pekanbaru. English is served as a compulsory subject in this school. The time allocation of English subject is two times a week (80 minutes). At the second grade of State Junior High School 14, referring to the competence based in curriculum of Junior High School has two competences, those are called competence standard and basic competence. In the second grade of Junior High School, the standard competence is the students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in reading texts. Furthermore, for the basic competence, the students must be able to read aloud, respond, and rhetorical steps of short functional text and simple

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essay text in daily life accurately, fluently, and understandably in reading texts (Department of National Education, 2006:288). Therefore, reading comprehension is important for the students. The teacher has given good strategies for students in teaching and learning process. The teacher also taught how to analyze a paragraph, especially in narrative text. However, the students have difficulties in analyzing narrative text.

Based on this condition, it is clearly that most of students still had difficulties in narrative text in English because students were confused to choose the objects and to describe the objects in narrative text. It also automatically caused them difficult to achieve the passing score or passing grade. The passing grade of English subject in State Junior High School 14 HangtuahPekanbaru is (65).

In fact, based on the preliminary study of the writer in State Junior High School 14 HangtuahPekanbaru the students still had low ability in reading text and could not fulfill the indicators of narrative text. The students' reading comprehension was still far from the expectation of the curriculum. Based on the preliminary study that the writer did at the second grade of State Junior High School HangtuahPekanbaru, the writer found out the following phenomena such as:

1. Some of the students had difficulty in identifying the topic of narrative text.
2. Some of the students had difficulty in identifying the detail information of narrative text.

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3. Some of the students had difficulty in identifying the generic structure of narrative text.
4. Some of the students had difficulty in identifying the word references of narrative text.
5. Some of the students had difficulty in identifying the word meaning/ vocabulary

Based on the phenomena above, some of the students at State Junior High School 14 Hangtuah Pekanbaru had some problems that should be solved soon. To improve students' reading comprehension needs an appropriate strategy or technique helping them for a solution to their problems. A strategy can help students to improve their reading comprehension that is called Group Summarizing Strategy. According to Khoshsima and Tiyyar (2014, p. 135) said that in the English reading field, group summarizing technique is useful for students in terms of reading comprehension, recalling, and organization. Learning experience by using Summarizing Strategy can make the student know their comprehension.

Based on problem depicted above, thus, it is important to investigate the problems above into a research project which is entitled "The Effect of Using Group Summarizing Strategy on Students' Ability in Reading Comprehension of Narrative Text at State Junior High School 14 Hangtuah Pekanbaru".

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B. The Problems**1. The Identification of the Problem**

The identification of the problems are as follows:

- a. Why did the students have difficulty in identifying the topic of narrative text?
- b. Why did the students have difficulty in identifying the detail information of narrative text?
- c. Why did some of the students have difficulty in identifying the generic structure of narrative text?
- d. Why did some of the students have difficulty in identifying the word references of narrative text?
- e. Why did some of the students have difficulty in identifying the word meaning/vocabulary of narrative text?

2. Limitation of the Problem

Based on the identification of the problems above, it would be sincerely better to restrict the problem in order to pay more attention to the specific problems. Thus, to make this research clearer, the writer limits the problem on the teaching strategy used by teacher. The writer tried to use a new teaching strategy called Group Summarizing Strategy and to find out, how far it may contribute a significant effect to students' reading comprehension in figuring out the problem of the text, the generic structure, the word meaning and the word references of narrative text.

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3. The Formulation of the Problems

Based on the limitation of the problems above, it is very clear that some of the students at second grade of State Junior High School 14 Pekanbaru have some problems in reading comprehension. Therefore, the problems can be formulated into research questions as follows:

- a. How is the students' reading comprehension of narrative text taught without using Group Summarizing Strategy?
- b. How is the students' reading comprehension of narrative text taught by using Group Summarizing Strategy?
- c. Is there a significant effect between students' ability and reading comprehension of narrative text taught without using group summarizing strategy and taught by using Group Summarizing Strategy?

C. The Objective and Significance of the Research

1.Objective of the Research

- a) To find out students' reading comprehension of narrative text taught by using Group Summarizing Strategy at State Junior High School 14 HangtuahPekanbaru.
- b) To find out students' reading comprehension of narrative text taught without using Group Summarizing Strategy at State Junior High School 14 HangtuahPekanbaru.
- c) To investigate if there is a significant difference on students' reading comprehension at second grade of State Junior High School 14

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HangtuahPekanbaru taught without using Group Summarizing strategy and taught by using Group Summarizing strategy.

2. The Significance of the Research

- a) Hopefully, this research finding is able to benefit the writer as a novice researcher, in learning how to conduct a research.
- b) These research findings are also expected to be useful and valuable, for both teachers of English and students at eleventh grade of State Junior High School 14 HangtuahPekanbaru. Additionally, it may be considerations for their future teaching and learning English process.
- c) Besides, these research finding are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning of English as a foreign or a second language.
- d) Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching in general.

D. The Definition of the Term

There are so many terms involved in this research. Thus, to avoid misunderstanding and misperception to the terms used in this research, the following terms are necessarily defined as follows:

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1.Effect

Based on a statement from Richards and Richard Schmidt (2010. p,10) Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.If we do something that we want to give to another people such as when the reader reads some information the reader would like to share ideas and knowledge with the listener. Some of the effect can help the listener to get the new information and new ideas about it.Effect is the result caused of something changing. In this research, the effect means that as the result of applying Group Summarizing Strategy in teaching students' reading comprehension of narrative paragraph at State Junior High School 14 HangtuhPekanbaru.

2. Group Summarizing Strategy

According to Khoshsima and Tiyyar (2014, p. 135) said that in the English reading field, group summarizing strategy is useful for students in terms of reading comprehension, recalling, and organization. Group summarizing strategy also can help students learn how to do a summary before they ask their own. Group summarizing can jump-start your students' drafting process because you and your students work collaboratively on the strategy.

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3. Reading Comprehension

Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should comprehend what the contents of reading. Reading can be done by all of the students. As students, of course, they should read for getting knowledge, information, etc. According to Nunan (2005:69), reading is a set of skills of deriving meaning from the printed word. When we are reading, we must be able to decode the word and catch the idea of what being read. Pertaining to the definition above, Syahputra (2014:96) says that 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). Dealing Westwood (2008,p.31) stated that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. In this research comprehension refers to the understanding of narrative text in terms of the main idea, generic structure, and language features of the text.

4. Narrative Text

Kane (2000, p.366) mentioned that narrative is a meaningful sequence of events told in words. Narrative text tells about true story or fiction. While in this research, this narrative text refers to the one text which will be provided to the second grade of SMPN 14 HangtuahPekanbaru.

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E. Reason for Choosing the Title

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

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