CHAPTER I

INTRODUCTION

A. Background Of The Problem

Reading is one of the important skills for the human's life. People must have that skill. In this present time, reading is a way to get information and knowledge. Reading is one of the receptive skills, in which reader will receive the information through reading. Reading is also an interactive process between reader and text. It means that reader needs information from text and text will give the information. Considering the importance of reading in the field of education, Paulston & Eruder (1976, P. 157) states that reading is the most important skill of all for most students of English throughout the world. It is a skill that has been neglected in the audio-lingual tradition of language teaching.

Reading is one of the crucial activities that the students use to get information from the text. In written text, it presents letters, words, sentences, and paragraphs that encode the meaning (Kalayo H & Fauzan A, 2007, P. 115). In addition, McNamara (2007, P. 5) indicates that some readers do not know whether they can precisely comprehend when they analyze the meaning of the text in shallow level. The researcher can conclude that sometimes some students do not really understand the text, because the text also provides the lingusitic components; grammmar srtucture, vocabularies, spelling, and etc. By comprehending those elements in text, readers will know the meaning and get the information from the text.

1

SMAN 12 Pekanbaru is one of the Senior High School in Pekanbaru. As a formal educational institution, this school also offers English subject to the students. This school uses 2013 Based-Curriculum in the process of teaching and learning English. Based on 2013 Curriculum of SMA/MA, reading aims at developing all of the reading skills, such as ability to find the main idea, ability to get explicit and implicit information, and ability to understand words, phrases, and sentences. Reading materials taught to students are descriptive, narrative, recount, etc. They are taught English twice a week in 45 minutes for a meeting.

After interviewing one of the English teachers at SMAN 12 Pekanbaru, the researcher got information that in teaching reading to the students, the teacher explained about the components of text, the generic structure, then the teacher asked the students. Ideally, the students were able to understand the text. However, this way resulted that the students had poor understanding to identify the generic structure, vocabulary, and specific information.

Based on the preliminary observation, the researcher found some phenomena in learning English at SMAN 12, particularly in reading narrative text. Most of the students did not understand the text and they did not answer questions correctly. Their ability to comprehend narrative was not suitable yet with the expectation of the curriculum. This problem could be seen through criteria of students' minimum passing grade, in which most of the students got the lowest score.

The researcher found several phenomena in SMAN 12 as follows:

1. Some of the students got difficulties to identify the generic structure of narrative text.

2. Some of the students got difficulties to identify main idea of narrative text.

3. Some of the students got difficulties to identify detail information of narrative text.

4. Some of the students got difficulties to make inference from reading text of narrative text.

5. Some of the students got difficulties to identify the meaning of words.

In line with the phenomena above, the researcher would like propose the alternative solution by applying a strategy in teaching reading. The strategy is "Power Notes". Power Notes is a learning strategy that helps students differentiate between main ideas and details (Duchnowski, 2005, P. 46). Power Notes begins with listing the main idea, as Power 1, and the supporting details with Power 2,3, and 4. It concludes when the power can no longer be supported by previous power

Based on the background of the problems, the researcher is interested in carrying out a research entitled: **"The Effect of Using Power Notes Strategy on Students' Reading Comprehension at SMAN 12 Pekanbaru"**.

B. The Problem

1. Identification of The Problem

Based on the background above. It is very clear that the students are still getting difficulties in understanding reading comprehension, especially

in narrative text. Thus, the problems in this research are identified as follows:

a) Why did some of the students get difficulties to identify the generic structure of the narrative text?

b) Why did some of the students get difficulties to identify main idea from reading text?

c) Why did some of students get difficulties to identify detail information of narrative text?

d) Why did some of students get difficulties to make inference?

e) Why did some of the students get difficulties to identify the meaning of words?

2. Limitation of the problem

Based on identification of the problems mentioned above, thus the researcher needs to limit and focus on students' reading comprehension and using Power Notes strategy to solve students' problem in reading comprehension of narrative text at SMAN 12 Pekanbaru.

3. Formulation of the problems

Based on the limitation of the problem, the researcher formulates in the following questions:

a. How is students' reading comprehension of narrative text taught by using Power Notes strategy at SMAN 12 Pekanbaru?

b. How is students' reading comprehension of narrative text taught without using Power Notes strategy at SMAN 12 Pekanbaru?

c. Is there any significant effect of Power Notes Strategy (variable X) on students' reading comprehension (variable Y) of narrative text at SMAN 12 Pekanbaru?

C. The Objectives and Significance of the Research

1. Objective of the research

This research is necessarily carried out in order to achieve the objective as follows:

1) To investigate the students' reading comprehension of narrative text taught by using Power Notes strategy at SMAN 12 Pekanbaru.

2) To investigate the students' reading comprehension in narrative text taught without using Power Notes strategy at SMAN 12 Pekanbaru.

3) To investigate whether or not there is a significant effect of Power Notes Strategy (variable X) on students' reading comprehension (variable Y) of narrative text at SMAN 12 Pekanbaru.

2. Significance of the research

The research finding can hopefully give valuable contribution. The research is significantly carried out for the following needs:

a. To give the information to the teachers of English at SMAN 12 Pekanbaru especially and all English teachers generally that there are many strategies that can help students solve their problems on reading comprehension of narrative text.

b. To give the positive contribution to the process of teaching and learning English, especially in term of the effect of using Power Notes strategy on reading comprehension.

c. This research finding is also expected to be practice in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned in the field of teaching and learning in general.

D. Definiton of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them 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 & Schmidt, 2010). However, in this research, the term of effect refers to the result of teaching reading treated with Power Notes strategy on students' reading comprehension of narrative text at SMAN 12 Pekanbaru.

2. Power Notes Strategy

According to Duchnowski (2005, P. 46), Power Notes is a learning strategy that helps students differentiate between main ideas and details. Power Notes begins with listing the main idea, as Power 1, and the supporting details with Power 2,3, and 4. It concludes when the power can no longer be supported by previous power.

The Power Notes strategy targets the students' ability to understand main ideas and supporting details by listing the main idea and supporting detail which help students to comprehend the text. According to Buehl (2001, P. 175) Power Notes are beneficial because students become aware of text structure as they read, on the other hand, students learn to read actively and to prioritize main ideas from supportive ideas. In line with the statement of Santa et al.(1996).

Power Notes strategy in this reseach means the strategy used by researcher to know its effect on students' reading comprehension of narrative text at SMAN 12 Pekanbaru.

3. **Reading comprehension**

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, P. 11).

In this research, reading comprehension is the capability of the students of SMAN 12 Pekanbaru in understanding or comprehending the narrative text.

4. **Narrative text**

Anderson (1997, P. 8) stated narrative is a piece of text telling a stroy and, in doing so, entertaining or informing the reader or listener.

Narration is storytelling whether it tells a true story or fiction, a narrative essay gives an account one or more experiences (Syafi'i S, et al., 2013, P. 47). They stated narrative has certain elements in common,

they are unfold over time, have characters that display some types of emotion and center on events more than ideas. This statement emphasizes that narrative text is built up by series of events that happened to characters in past time.

Regarding Anderson's Idea, the researcher concludes that narrative text tells about story that uses past tense which purpose of this text is to entertain the readers.

E. Reason for Choosing the Title

The reasons why the researcher is very interested in carrying out a research on the topic above are based on several considerations:

1. The title of the research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

2. This research will be valuable contribution for the researcher particulary and for the English teachers generally to be recognized and applied to the students in teaching reading.

3. The title of this research is not yet investigated by other previous researchers.