

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is the process in searching information that we can get from some texts. It is as a way that we always used to search some information about knowledge. Reading is the one of four skills in English besides writing, speaking, and listening. Reading comprehension describes what should we do to make us understand about the topic that we are reading and how to be active readers. Comprehension in reading is our needed to know what the material that we have read talking about. It is supported by Kalayo Hasibuan and Fauzan Ansyari (2007, p.113) that said” reading comprehension result when the reader knows which’s skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose”.

When people are reading something, they should know what text is telling about, because reading is the comprehension in understanding written text. The comprehension about what we read is the key of successful in learning. Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. According to Vough et el (2004, p.98) reading activity also can be defined as the ability to draw meaning from printed page and interpret this information appropriately. It means that in reading readers show their abilities in drawing and interpreting



information after reading activity. The readers need to be able to identify and comprehend what the text is talking about. The information that readers get from reading activity will be very useful and helpful to increase their knowledge or information about the object reading. Besides, reading activity is also needed to support their studies. Thus, the readers are expected to be able to identify and comprehend a text which is read, in order to improve their comprehension and achievement in reading.

Through reading activity, readers can get knowledge, information, and other linguistics skills. Besides, the readers especially students also can improve their abilities in understanding the reading text effectively and efficiently. In reading, Murcia (2001, p.194) says that an individual constructs meaning through a transaction with written text that have been created by symbols that represent language. It can be defined that reading will be comprehended when the readers are able to construct the meaning through a transactional with written text. Kalayo and Fauzan (2007, 0.115) stated in their book that reading comprehension is the degree to which we understand what we read. Reading comprehension results when readers know which skills and strategies are appropriate for the text types, and understand how to apply them to accomplish the reading purpose.

In order to accomplish the students' need in reading, based on the curriculum (KTSP), reading must be provided as one of the skills in mastering English that should be taught and learned by the students. In Junior High School Yayasan Dwi Sejahtera Pekanbaru, Curriculum (KTSP) is applied in



their teaching and learning processes. Based on the syllabus of the second year students, there are two competencies that must be achieved by the students: those are standard competence and basic competence. For the standard competence, students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in the form of recount and narrative. While the basic competence (BSNP, P.131), the students must be able to read aloud, respond, and rhetorical steps of short functional text and simple essay text in daily life accurately, fluently, and understandably in the form of recount and narrative text. Junior High School Yayasan Dwi Sejahtera Pekanbaru, as the basic competence stated that for the second year students in narrative text, students should be able to understand a short essay related to their environment. (syllabus)

Based on preliminary research in the Junior High School Yayasan Dwi Sejahtera Pekanbaru, reading is taught by conventional technique. The teacher asked the students to read the text and then ask them to answer the question in students' worksheet. Most of the students are able to read it but they do not know about what the text tell about. They are still not able to get information which is related to the text.

Ideally, what has been taught to the students on reading as mentioned above makes them understand and get easy to comprehend the English text. But in the real activities of the student, most of the students stated that reading subject only read the text, without understanding the meaning of the text. They still get failure in gaining information from reading text. Many

students have trouble in comprehending what they are reading, practice texts that they need to read out loud, such as report in front of the class.

The students' problem based on the preliminary study are; some of students had difficulties in identifying the purpose of narrative texts, some of students had difficulties in finding factual information of narrative texts, some of students had difficulties in identifying the generic structures of narrative in the reading text, some of students were lack of vocabularies which cause them that got difficulties in comprehending the narrative text, and some of students had difficulties in identifying the moral value of narrative text. and they had difficulties in difficulties in identifying the moral value of narrative text because they could not conclude whole story become one main point.

Based on those facts, the writer wants to apply a game to improve students' comprehension in their reading text. To build and to improve student's reading comprehension, we need an effective game to solve and to help student's problem in their reading comprehension. To solve the students' need in reading, there is a game that can be applied to develop and improve their reading comprehension which is called Breaking News Game. Lori and Lora Stated (2004, p.86) in their book that Breaking News game is used to practice in summarizing, identifying the main idea of a story or event, recognizing a person's point of view, and practicing writing skills. The purpose of applying Breaking News game in reading activity is to create the headline of a story and

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retell the story what readers have just read in their own words, it can be sign that readers understand about the text they just read.

Based on the statements above, the writer is interested in carrying out a research entitled: **THE EFFECT OF USING BREAKING NEWS GAME ON THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE JUNIOR HIGH SCHOOL YAYASAN DWI SEJAHTERA PEKANBARU.**

## **B. The Definition of Term**

### **1. Breaking News Game**

Lori and Lora Stated (2004, p.86) in their book that Breaking News game is used to practice in summarizing, identify the main idea of a story or event, recognize a person's point of view, and practice writing skills. The purpose of applying Breaking News game in reading activity is to summarize, make the headline and retell the story what readers have just read in their own words that it can be sign that readers understand about the text they just read. Breaking News game in this research means that a game which used by the writer to know its effect toward students' reading comprehension at the Junior High School Yayasan Dwi Sejahtera Pekanbaru

### **2. Reading Comprehension**

According to Snow (2007, p.xiii) Reading comprehension is that the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension

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involve constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understand.

In conclusion, reading comprehension is defined as the level of understanding of a written language. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

### C. The Problem

#### 1. The Identification of the Problem

Based on the background of the problems above and supported by phenomena, it is clear that there are many problems of students in reading comprehension. Thus, the writer identifies the problems as follows:

- a. Why did some of students have difficulties in identifying the purpose of narrative text?
- b. Why did some of students have difficulties in finding factual information of narrative text?
- c. Why did some of the students have difficulties in finding generic structures of narrative texts?
- d. Why did some of students have lack of vocabularies which cause difficulties in comprehending of narrative text?
- e. Why did some of students have difficulties in finding the moral value of the narrative text?



## 2. The Limitation of the Problem

Based on identification of problem above, it could be seem that the students had several problem in reading, such as they had difficulties in identifying the purpose, finding factual information, finding generic structure, finding moral value, and had lack of vocabularies. Then, the writer limited the problem of this research only focusing on breaking news game and students' comprehension in reading narrative text.

## 3. The Formulation of the Problem

The problem of this research will be formulated in the following questions:

- a. How is students' reading comprehension in narrative text taught by using Breaking News game at the Junior High School Yayasan Dwi Sejahtera Pekanbaru?
- b. How is students' reading comprehension in narrative text taught without using Breaking News game at the Junior High School Yayasan Dwi Sejahtera Pekanbaru?
- c. Is there any significant difference on students' reading comprehension in narrative text between the two conditions?



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## D. The Objectives and Significances of the Research

### 1. The Objectives of the Research

- a. To find out how students' reading comprehension in narrative text is being taught by Breaking News game at the Junior High School Yayasan Dwi Sejahtera Pekanbaru
- b. To find out how students' reading comprehension in narrative text is being taught without using Breaking News game at the Junior High School Yayasan Dwi Sejahtera Pekanbaru
- c. To find out if there any significant difference on students' reading comprehension in narrative text between those who are taught by using Breaking News game and those who are taught without using Breaking News Game at the Junior High School Yayasan Dwi Sejahtera Pekanbaru

### 2. The Significance of the Research

Related to the objectives of the research above, significant of the research are as follows:

- a. To give information to the school about the game which can to solve the problems of the students' reading comprehension on narrative text.
- b. To give some contributions to the students in order to improve students' reading comprehension in narrative text.
- c. To enhance the writer's knowledge about teaching reading by using Breaking News game.



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### E. The Reasons for Choosing the Title

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

1. The researcher is very interested in carrying out this research in order to know the difference of using and without using breaking news game on students' reading comprehension in narrative text at the junior high school Yayasan Dwi Sejahtera Pekanbaru.
2. The research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teacher.
3. This research is relevant to researcher's status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.