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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is the process of receiving and interpreting information encoded in language messages in written or printed form. It makes people easy to verify knowledge from written, especially in teaching and learning process. In teaching English, reading is an essential skill that requires many things including specification, ability, and certain skills. Everyone can read anything, but not all of them can understand clearly what they are reading in order to get information and develop their knowledge from written text or books. (Grabe, 2009, p. 14 ; Urquhart & Weir, 1998, p. 22).

Reading activity not only develops students' vocabulary but also develops students' speaking and writing skill. Meanwhile reading is a receptive skill that not only receives information, but also there is a process in readers' brain to identify and analyse what they are reading. That is why reading is not called passive. To make students interested in reading is not easy. It needs good cooperation between teacher and students in the process of learning. In fact, many students are still lazy to read an English text. Also, some of students have low interest in learning English.

Additionally, according to Alderson (2000, p. 3) the process of reading is interaction between a reader and the text to get what they mean and how they are related to each other. Reading is the same as any other kind of thought

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that engendered by a written text and it might be defined as thought stimulated and directed. (Hedgcock & Ferris, 2009, p. 15 ; Smith, 2004, p. 27).

Based on the School-Based Curriculum (SBC) of senior high school (2006), the students are required to be able to comprehend many kinds of genres, such as: recount, narrative, etc, which are usefull for communication purposes related to their environment. Based on the syllabus of senior high school (2006), the students must achieve two competences; those are standard competence and basic competence. In order to have a good standard competence, the students are required to comprehend the simple short functional written texts and simple essays in daily life and knowledge usage in the form of recount and narrative text. On the other hand, in order to develop the basic competence, the students must be able to read aloud, respond, and rhetorical steps of short functional texts and simple essay texts in daily life accurately, fluently, and understandably in form of recount and narrative text.

Senior High School PGRI is one of the Senior High Schools in Tembilahan which provides students with English subject. English is taught twice a week with time duration of 90 minutes (1x45) for each meeting, which means that the students have 180 minutes in a week. To improve the students' English, teacher has some strategies to be applied in teaching English.

Based on the researcher's observation and interview with Ms. Hariani (pseudonym), the English teacher, on 18th Maret 2016 at Senior High School PGRI Tembilahan, it can be reported that the second year students seemed to have problems in reading English text. It seemed that many of them still can

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not read correctly and fluently. Moreover, they also lacked of vocabulary, it made them still not understand the meaning of the text itself. Beside that, they did not know about the strategy that they used in reading text. Meanwhile, in learning process, the teacher used some strategies to increase students' reading comprehension, but the result of learning process was still far from the teacher's expectation. There was a discrepancy between theory that the teacher has taught and the reality of students' comprehension in the classroom, especially in narrative text. Moreover, this school has no English program to improve English skill for students. It will be harder to give them motivation in learning English.

Ms. Hariani (pseudonym), the English teacher of the second year students of Senior High School PGRI Tembilahan usually taught English with strategy based on textbook and sometimes used some videos. Yet, in reality, the students seldom practiced to read English text. They had just a few words to support their reading. In teaching based on textbook, Ms. Hariani explained that as an English teacher, she used strategy to explain the meaning of the text in textbook, such as reading by using skimming and scanning. However, the students' reading comprehension was low. They still were not interested in reading fully.

Therefore, the phenomena that the students have can be described as follows:

1. Some of the students were not able to identify the main idea of narrative text.

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2. Some of students were not able to identify the supporting idea of narrative text.
3. Some of the students were not able to understand the content of the narrative text.
4. Some of students did not know the meaning of word references or similar meaning of the narrative text.
5. Some of the students were not able to identify the generic structure of narrative texts; orientation, complication and resolution.

Based on the problems described above, the solution is needed to improve the students' comprehension in reading texts. In this regard, the researcher decided to apply Circle Story Strategy with its expert Jett-Simpson, (1981) to help students' comprehension of narrative texts.

According to Carr, et al (2004, p. 31), this strategy is often used to introduce students to the elements of story structure and helps them learn to summarize or retell stories. It consists of not only the narrative text, but also a circle picture that will support the text. Also, from the circle picture itself will help the students to analyze, identify, and understand from the text given. Additionally, Manzo (1995, p. 347) stated that this strategy follows a predictable pattern that students at one location and after a series of adventures, returns to the starting point. It will recall, capitalize on visual diagram to guide students' comprehension, discussion, and the writing of their own stories.

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The purpose of this strategy is to invite readers to summarize or retell stories with their own understanding by using their own words. Understanding the meaning of the text is most important thing in reading skill in order to know the meaning of the text.

The benefit of this strategy is to build the students' ability in summarizing text with their own words and understanding the meaning of the text itself. This strategy was chosen because it involves the students' analysis in looking at the picture and the text given.

Based on the background of the problems described above, there are several indications that the students still had weaknesses in reading comprehension, which means that their comprehension in reading narrative text needs to be improved in order to achieve the goals of learning based on the curriculum.

Therefore, the researcher viewed that it was important to conduct a research entitled: **“The Effect of Using Circle Story Strategy on Students' Reading Comprehension of Narrative Text at Senior High School PGRI Tembilahan”**

## **B. Problem**

### **1. Identification of the Problem**

Based on the phenomena of the problem presented earlier, the problems of the research can be identified as follows:

- a. Why were some of the students not able to identify the main idea of narrative text ?

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- b. Why were some of students not able to identify the supporting idea of narrative text ?
- c. Why were some of the students not able to understand the content of the narrative text ?
- d. Why were some of students not able to know the meaning of word references or similar meaning of the narrative text ?
- e. Why were some of the students not able to identify the generic structure of narrative texts; orientation, complication and resolution ?

## 2. Limitation of the Problem

In order to avoid misunderstanding in this research, the researcher needs to limit the problem. That is why the researcher only focuses on students' reading comprehension of narrative texts at the second year of Senior High School PGRI Tembilahan referring to main idea of the texts, generic structure of the texts, and also comprehending the texts.

## 3. Formulation of the Problem

The problems of this research are formulated in the following research questions:

1. How is students' reading comprehension of narrative text taught by using Circle Story strategy at the second year of Senior High School PGRI Tembilahan ?

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2. How is students' reading comprehension of narrative text taught without using Circle Story strategy at the second year of Senior High School PGRI Tembilahan ?
3. Is there any significant difference of using and without using Circle Story Strategy on students' reading comprehension of narrative text at the second year of Senior High School PGRI Tembilahan ?
4. Is there any significant effect of using Circle Story Strategy on students' reading comprehension of narrative text at the second year of Senior High School PGRI Tembilahan ?

### C. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some key terms used in this paper that they are defined as follows:

#### 1. Effect

According to Richard and Schmidt (2010, p. 190), effect is a measure of the relationship between two or more variables. In this research, effect is defined as the result of teaching reading comprehension by using Circle Story at the second year of Senior High School PGRI Tembilahan.

#### 2. Circle Story Strategy

In reference to Carr, et al (2004, p. 31) Circle story strategy is used to introduce students to the elements of story structure and helps them learn to summarize or retell stories. This strategy is good to increase students' comprehension in reading because it involves them to identify the element of story structure.

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### 3. Reading Comprehension

Snow, et al (2002, p. 11) explained that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is how readers can identify, analyze, or understand what they are reading.

#### a. Narrative Text

Richards and Schmidt (2010, p. 384) stated that narrative text is a written fictional story and it has the genre structure underlying stories. This narrative text as a fictional story that has the purpose to entertain readers.

## D. Objective and Significance of the Research

### 1. Objective of the Research

- a. To find out the students' reading comprehension of narrative text taught by using Circle Story strategy.
- b. To find out the students' reading comprehension of narrative text taught without using Circle Story strategy.
- c. To find out whether there is or not a significant difference of using and without using Circle Story strategy on students' reading comprehension of narrative text at Senior High School PGRI Tembilahan.
- d. To find out whether there is or not a significant effect of using Circle Story strategy on students' reading comprehension of narrative text at Senior High School PGRI Tembilahan.



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## **2. Significance of the Research**

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in learning how to conduct the research.
- b. This research is expected to be useful and valuable for both teacher and students at the second year of Senior High School PGRI Tembilahan to be the focus on future teaching and learning process.
- c. Besides, this research is also expected to be positive and valuable information for those who are concerned in the field of teaching English as a foreign.
- d. Finally, this research is expected to be practical a theoretical information to the development of the theories in language teaching in general.

### **E. The Reason for Choosing the Title**

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

1. The title of this research is relevant to the researcher's title as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researcher.
3. The location of the research facilitate the researcher to conduct the research.