

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. The Background of the problem

Reading is one skill that very important in learning English. Reading is not only a tool for learning but also a means by which they can share the thought of others and experiences some of the pleasures that it makes possible. Basically, the purpose of reading process are acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only read the words, sentences, paragraphs, and texts but also should comprehend what the contents of reading.

According to Kalayo and Fauzan (2007:114) explain reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge skills, and strategies.

In curriculum 2006 as the guide of teaching English and process of learning English. One of the standard competences is that students must reveal and respect in written functional texts and short essay in narrative and report form in order to interact in daily life context. Meanwhile, basic competence is that

students are able to response the meaning of short functional text as well in order to interact in daily life.

SMP 14 is one of Junior High School Pekanbaru which also provides English to the students. English is taught twice a week with duration 40 minutes for each meeting. Then, the passing score (KKM) is 79. To increase the students' English, teacher has a program that support their English learning process is reading days in every week.

Based on the writer's observation and interview with Ms. Dyah Saraswati, one of the English teacher, on 2th November 2016 at Junior High School 14 Pekanbaru, it can be reported that the ninth grade, especially, seemed to have problem in reading English text. It seems that many of them read the text slowly enough because some of them could not understand the meaning of the text itself. Besides that, they did know about the strategy that they could use in reading text. The teacher use many strategies to increase students reading comprehension, but the result of learning process was still far from the teacher's expectation.

Ms. Dyah Saraswati said that the situation happened because the students seldom practiced to read English reading text. They had just a few words to support their reading. In short, the students did not have prior knowledge about the topic. The factor also came the teachers' teaching strategy. The strategy used by the teacher in reading activity was the conventional one. The teacher just

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

asked some questions related to the topic, and explained about some of few vocabularies. The teaching learning process still teacher-centered.

These problems can be seen following phenomenon that some of the students were not able to find out the main idea of narrative text, some of the students were not able to get the meaning of word references or similar meaning of narrative text, some of the students were not able to find out the information of narrative text, some of the students were not able to identify the language features of narrative text, and some of the students were not able to identify the generic structure of narrative text.

Based on the problems faced by students, the researcher tried to find the appraise technique to solve the problem. In this regard, the writer decided to apply Selective Highlighting Strategy to help students' comprehension in narrative text.

According to Bouchard (2005: 73) by using selective highlighting, students will know how to pick out the main ideas and information that are important to underline or highlight. In order, help them to organize and remember important information in the text by differentiating between important information and less significant details. Then, the writer can conclude that highlighting strategy is one of strategy that can be used by the teacher to help students organize what they have read by selecting what is important information from the text. This is a good strategy to make students easy in understanding and increase comprehension



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in reading. This strategy make student remember where the important information in the text.

The purpose of the strategy is to enable students to differentiate between important information and less significant details. The students will be very easy in understanding the text if they do highlighting the text.

The benefit of this strategy is when students highlight text; they are actively engaged in a decision-making process. For ELLS (English Language Learners) who may come to the learning situation with little prior knowledge of a subject, highlighting text helps them determine important versus subordinate information and their relationship to the content. Highlighting also helps ELLs break large amounts of amounts of information into manageable units that are easily located within the text. The writer assumes that this strategy would be useful and can be applied in developing and improving students' reading comprehension.

Then, based on the explanation above, there are several indications that the students still had weaknesses in reading comprehension, which means that their comprehension in reading narrative texts need to be improved in order to achieve the goals of learning based on the curriculum. Therefore, the researcher viewed that was important to conduct a research entitled: **The Effect of Using Selective Highlighting Strategy on Students' Reading Comprehension in**



Narrative Text of the Ninth Grade Students at Junior High School 14 Pekanbaru.

B. The Problem

1. Identification of the Problem

Based on the problems depicted in the background of the problem above, we know that some of the students of Junior High School 14 Pekanbaru are still get difficulties in learning reading. Therefore, the problems in this research can be identified as follows:

1. Why were some of the students not able to find out the main idea of narrative text?
2. Why were some of the students not able to get the meaning of word references or similar meaning of narrative text?
3. Why were some of the students not able to find out the information of narrative text?
4. Why were some of the students not able to identify the language features of narrative text?
5. Why were some of the students not able to identify the generic structure of narrative text?



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The Limitation of the Problem

Considering the limited time and resources that researcher has, thus, the researcher focused the problem of the research to be investigated on the Effect of using Selective Highlighting strategy on reading comprehension in narrative text.

3. The Formulation of the Problem

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

1. How is the students' reading comprehension by using Selective Highlighting strategy at the ninth grade of SMP 14 Pekanbaru?
2. How is the students' reading comprehension without using Selective Highlighting strategy at the ninth grade of SMP 14 Pekanbaru?
3. Is there any significant effect by using Selective Highlighting strategy toward reading comprehension at the ninth grade of SMP 14 Pekanbaru?

4. Objectives and Significance of Research

a. Objectives of the Research

1. To find out the information on students' comprehension in reading narrative text taught by using Selective Highlighting strategy.
2. To find out the information on students' comprehension in reading narrative text taught without using Selective Highlighting strategy.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. To find out the significant effect on students' comprehension in reading narrative text by using Selective Highlighting strategy and those who are not.

b. The Significance of the Research

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

1. To give contributions related to the process of teaching learning English especially in reading skill to the students and the teachers at the ninth grade of SMP 14 Pekanbaru.
2. To give information to the teacher about Selective Highlighting Strategy toward in reading comprehension.
3. This research findings are also expected to contribute the development of teaching and learning English theoretically and practically as a foreign language and for those who a concerned very much in the field of language teaching and learning.



C. The Definition of the Term

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

1. Selective Highlighting strategy

Hedgcock and Ferris (2009: 176) states that highlighting is a valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading. This strategy is done by giving highlight to the important text which can help the students easier in understanding the text they read in order to achieve reading comprehension goal.

2. Reading Comprehension in Narrative Text

Klingener (2007: 8) states that reading comprehension is a multicomponent, highly complex that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest text, understanding of the text types). This means that reading comprehension is the process that we do while reading which relates the knowledge of the readers and the reading text in order to get what the text is telling about.

D. The Reason of Choosing the Title

There are several reasons why the researcher is interested in doing this research. The reasons are:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. The problem of this research is very crucial to be investigated into a research.
2. The title of this research is relevant with the writer's status as a student of English Education Department.
3. The writer is interested to know the effect of Using Selective Highlighting strategy on students' reading comprehension in narrative text especially at the ninth grade students SMPN 14 Pekanbaru.
4. The location of the research facilitates the researcher for conducting the research.
5. The problem of this research is not yet investigated by other writers.