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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills that must be mastered by English learners. In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation (Murcia, 2001, p. 187). According to Harmer (1998, p. 68) reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. So, reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other words, to achieve the success in language teaching learning process especially in English, reading is one of the important factors in all language teaching because by reading someone can know the information.

Based on the School-Based Curriculum 2006, in reading skill for Senior High School, there are two basic competencies that should be achieved by the students of second year of Senior High School in the second semester. First, respond the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) formal and informal by using multi written language accurately, fluently, and acceptably in daily life context and for accessing the knowledge. Second, respond the meaning and rhetorical



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steps in essay by using multi written language accurately, fluently, and acceptably in daily life context and for accessing the knowledge to the narrative, spoof, dan hortatory exposition text.

Senior High School 001 Kampar Utara is a state school. This school uses School- Based Curriculum (SBC) as guidance in teaching and learning. In School- Based Curriculum (SBC),. Furthermore, the time allocation is 2 x 45 minutes in one meeting, while they have two meetings per week, so the time allocation is 2 x 90 minutes per week The passing grade of English subject is 75 in this school. However, it is difficult for students to achieve it. The students are still hard to comprehend the narrative text. Although this school has done a lot of efforts to improve students' English competence in reading subject, but in fact the students do not seem good at English and many students still have difficulties in reading.

The writer did preliminary observation to this school; the writer found that the teacher uses a modeling strategy in teaching reading. In teaching process, the teacher gives a type of text and read that whole text first. Then the teacher explains the purpose of text, the generic structure, and so forth. Next, the teacher asks the student to reread the text in a small group discussion, and the teacher asks them about what they had read. After that, the teacher asks the students to read the text once again individually. Finally, the students are asked to answer the question about



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the text. The aim of this process is to know whether they understood with their reading or not.

Meanwhile, this school has program to improve English especially reading comprehension, in which the teacher has been using the competence based curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching reading yet. As the result, the students have problems in reading comprehension, especially on narrative text. The writer itemized some problems into phenomena related to students' reading comprehension on narrative text.

Generally, it can be seen as follows:

1. Some of the students get difficulty to find out the main idea in the narrative text
2. Some of the students are not able to get factual information in the narrative text
3. Some of the students are not able to identify the generic structure of the narrative text
4. Some of the students are not able to identify the language feature of the narrative text
5. Some of the students have lack of vocabulary
6. Some of the students are not able to identify facts such as the name of the characters, the time, and the place of the narrative text.

Therefore, to decrease these problems, the writer used clozeline strategy.



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According to Day (1993, p. 173), clozeline is an innovative classroom strategy in teaching reading. Clozeline strategy is the strategy that helps students to recognize main and supporting ideas in order to understand a text. In other words, the students' reading comprehension can be improved when the teacher uses this strategy in teaching them. The students are provided a clozeline as a tool for them to comprehend the reading passage. They use it when they are reading the reading passage so that they can focus on the main ideas and the key supporting ideas in the reading passage.

Based on phenomena, the writer is interested in investigating this problem by conducting a research entitled: **“The Effect of Using Clozeline Strategy on Reading Comprehension on Narrative Text of the Second Year Students at State Senior High School 001 Kampar Utara”**.

B. The Definition of Term

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Effect

According to Hornby (2000, p. 422), effect is a change that somebody or something causes in somebody or something else; a



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result. In this research, effect is defined as the result of teaching reading by using Clozeline strategy.

2. Clozeline

According to Day (1993, p. 173), Clozeline is the strategy that helps students to recognize main and supporting ideas in order to understand a text. And then, clozeline strategy is a kind strategy that can be used to evaluate student's reading ability. In this research, the clozeline is a strategy used by the writer in teaching reading. And then clozeline is an activity where some of the necessary words are blanked out, and the listener fills those blanks in with what they hear in order to complete the activity. In other words, the students' reading comprehension can be improved when the teacher uses this strategy in teaching them.

3. Reading Comprehension

According to Richards and Schmidt (2001, p. 483), reading is the processes by which the meaning of a written text is understood. It means that the reader does the process of getting information from written text, it is called reading comprehension. According to Snow (2002, p. 11) reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research,

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reading comprehension means that the students' comprehension after they read narrative text.

C. The Problem

1. The Identification of the Problem

Based on the background of the problems, the writer found it is clear that some of the second year students of State Senior High School 001 Kampar Utara are still have problems in learning English especially reading comprehension. Thus, the problems in this research are identified as follows:

- a. Why do some of the students get difficulty to find out the main idea in the narrative text?
- b. Why are some of the students not able to get factual information in the narrative text?
- c. Why are some of the students not able to identify the generic structure of the narrative text?
- d. Why are some of the students not able to identify the language feature of the narrative text?
- e. Why do some of the students have lack of vocabulary?
- f. Why are some of the students not able to identify facts such as the name of the characters, the time, and the place of the narrative text?



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2. The Limitation of the Problem

Based on the identification of the problem above, the problem in this research only focuses on the effect of using clozeline strategy toward students' reading comprehension on narrative text at the second year of State Senior High School 001 Kampar Utara.

3. The Formulation of the Problem

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

- a. Is the students' reading comprehension taught by using clozeline strategy in the second year students students of State Senior High School 001 Kampar Utara?
- b. Is the students' reading comprehension taught without using clozeline strategy in the second year students of State Senior High School 001 Kampar Utara?
- c. Is there any significant effect of using clozeline strategy toward students' reading comprehension in the second year students of State Senior High School 001 Kampar Utara?

D. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this research generally is to find out the answer of the problems and state purposes clearly. There are three objectives in this research, they are:

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- a. To find out the students' reading comprehension taught without using clozeline strategy of the second year at State Senior High 001 Kampar Utara.
- b. To find out the students' reading comprehension taught by using clozeline strategy of the second year at State Senior High School 001 Kampar Utara.
- c. To find out whether there is significant effect of using clozeline strategy toward students' reading comprehension of the second year at State Senior High School001 Kampar Utara.

2. The Significance of the Research

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

- a. To help the students to improve their reading comprehension on narrative text taught by using clozeline strategy.
- b. To give information and solutions for the English teachers and others who concern in learning English about using clozeline strategy on narrative text to obtain reading comprehension.
- c. To enhance the writer's knowledge about teaching reading by using clozeline strategy.
- d. To be beneficial findings in education.

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E. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The title of this research is relevant with the researcher's status as a student of English Education. This quasi experiment design is focused on non equivalent control group design.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.