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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is one of the language skills that should be mastered well by students, because reading is an essential factor that influences the activity in communication. In addition, reading is as an important activity; therefore people say that reading is the window of the world. Reading is an interactive activity to catch and to understand the meaning in the text. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that there is an interaction between the text and the reader that constitutes actual reading. While, Khand (2004), stated that reading is the process of recognition, interpretation, and perception of written or printed materials. The writer points out the experts' statements that reading is the interaction between writer and reader in which the readers must understand the meaning what the writer conveys.

Comprehending the text is an important thing in reading. Reading comprehension is the reading skill on the higher level. According to Klinger in Syahputra (2014), reading comprehension is a complex process that involves many interactions between readers and what they bring to the text that includes previous knowledge and strategy used. In line with the statement Likewise,



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Duffy (2009), stated that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word so the reader uses the words in the text to build a meaning, consistent with their past experience with these words. It means that reading comprehension is an activity based on the readers' prior knowledge and strategy they use to get the meaning of the text. Consequently, after reading the text, the readers are able to convey the result of their reading understanding through making the summary of the text by using their own language in both oral and written forms.

State Senior High School 1 Kampar Kiri Tengah is located on Karya Maju Street in Kampar Regency which requires English as a compulsory subject. On the other hand, English subject is programmed by the curriculum. This school uses School-Based Curriculum (SBC) as the guidance of teaching learning procedure. The students' passing grade for English subject is 75. Reading had been taught 4 hours a week during one semester and each hour contained 45 minutes. Reading is one of the English language skills which is taught and mastered by the student in this school. Based on School-Based Curriculum or BSNP (2006, p. 132):

“reading is aiming at comprehending the meaning of functional text and essay of narrative, spoof and hortatory exposition in the context of daily life and to accessing knowledge” and the basic competence is to comprehend the meaning of short functional text and essay of report text, narrative text, and analytical exposition in daily life context and to access the science.”



Furthermore, based on the preliminary-observation, the writer indicated that the problems by interviewing Mr. Syahrul Efendi, S.Pd., as one of the teachers of English at State Senior High School 1 Kampar Kiri Tengah. In teaching reading, the teacher used the three-phase technique wherein the teaching and learning activity. There are three activities, namely beginning activity, the main activity and the last activity. At the beginning activity the teacher did warming up to the students' prior knowledge about the topic. The students have been taught about reading through the types of genre available in students' textbook. At the main activity the students were asked to read the text individually and silently. At the last activity, the students answered the questions based on the text given and then the teacher collected the students' task. It aimed at seeing whether the students understood about their reading or not.

Based on the description above, students have been taught about reading maximally. However, it was expected by the teacher, that the result was not satisfied. Ideally, the students were able to comprehend the text given by the teacher. In fact, it was still found that students could not comprehend the reading text, especially in narrative text. It could be seen when they gave a reading text, they could not identify the orientation of narrative text, they could not identify the social function of narrative text, they had limited vocabulary to understand the meaning of word of narrative text, they could not identify the

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generic structure of narrative text and they could not identify the complication of narrative text. On the other hand, the problem might come from the implementation of inappropriate techniques in teaching reading.

In this case, the teacher could modify their teaching, especially in teaching reading and not always using the reading text of the students' textbook. The teacher could use the strategy to make students easier to comprehend the text. To provide solutions to these problems, the writer has found a suitable strategy to improve students' reading comprehension, called DARTs (Directed Activities Related to Texts) Strategy.

According to Smith (2002), DARTs (Directed Activities Related to Texts) strategy is designed to help students develop their reading skill and understand the material more. In other words, DARTs (Directed Activities Related to Texts) strategy can help the students in comprehending reading materials that are given by the teacher in teaching and learning process. Furthermore, Monk and Dillon (2005), stated that DARTs (Directed Activities Related to Texts) strategies are particularly useful for language and concept development. It means DARTs (Directed Activities Related to Texts) strategy enables the students to focus on the texts structure and meaning of the texts.

Thus, related to the phenomena above, the writer is intended in investigating the problems above into a research project which is entitled "**The**



Effect of Using DARTs (Directed Activities Related to Texts) Strategy on Students' Reading Comprehension in Narrative Text at State Senior High School 1 Kampar Kiri Tengah”.

B. Problem

1. Identification of the Problem

Based on the pre-observation above, the problems are identified as follows:

- a. What were the causes of student's difficulties in identifying the orientation of narrative text?
- b. What were the causes of student's difficulties in identifying the complication of narrative text?
- c. What were the causes of student's difficulties in identifying the social function of narrative text?
- d. What are the factors that make some of the students have difficulty in identifying the meaning of word of narrative text?
- e. How was students' ability in identifying the generic structure of narrative text?

2. Limitation of the Problem

Based on the problems that are identified above, this research only focuses on The Effect of Using DARTs (Directed Activities Related to Texts) Strategy on Students' Reading Comprehension in Narrative Text at State Senior High School 1 Kampar Kiri Tengah.



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3. Formulation of the Problem

Based on the problems limited above, the problems are formulated into following research questions:

- a. How is the students' reading comprehension in narrative text taught without using DARTs (Directed Activities Related to Texts) Strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah?
- b. How is the students' reading comprehension in narrative text taught by using DARTs (Directed Activities Related to Texts) Strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah?
- c. Is there any significant difference in the students' reading comprehension in narrative text taught without using and taught by using DARTs (Directed Activities Related to Texts) Strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah?
- d. How large is the significant effect magnitude of using DARTs (Directed Activities Related to Texts) Strategy on students' reading comprehension in narrative text at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah?



C. Reason For Choosing The Title

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

1. The title of this research is relevant to the writer as an English student of English Education Department at State Islamic University of Sultan Syarif Kasim Riau.
2. Based on the writer's concern, the title of this research is not investigated yet by the previous researcher in English Education Department at State Islamic University of Sultan Syarif Kasim Riau.
3. The location of this research facilitates the writer in conducting the research.

D. Objectives and Significances of the Research

1. Objectives of Research

The Objectives of this research includes:

- a. To find out how the students' reading comprehension in narrative text taught without using DARTs (Directed Activities Related to Texts) strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.
- b. To find out how the students' reading comprehension in narrative text taught by using DARTs (Directed Activities Related to Texts) strategy



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at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.

- c. To find out whether there is a significant difference in the students' reading comprehension in narrative text taught without using and taught by using DARTs (Directed Activities Related to Texts) strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.
- d. To find out the significant effect magnitude of teaching English by using DARTs (Directed Activities Related to Texts) strategy on students' reading comprehension in narrative text at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.

2. Significances of Research

- a. These research findings are expected to provide the theoretical and practical DARTs (Directed Activities Related to Texts) strategy.
- b. These research finding are expected to be useful for the teachers of English and students of State Senior High School 1 Kampar Kiri Tengah.
- c. These research finding are expected to be implemented in teaching reading.
- d. To accomplish the task as the last requirement of the study at Tarbiyah Faculty.



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E. Definition of the Terms

The writer uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all the terms used in this study as follows:

1. DARTs Strategy

According to Smith (2002), DARTs (Directed Activities Related to Texts) strategy is designed to help students develop their reading skill and understand the material more fully, and can help the students in comprehending reading materials that are given by the teacher in teaching and learning process. Furthermore, Monk and Dillon (2005), stated that DARTs (Directed Activities Related to Texts) strategy is particularly useful for language and concept developments. It means DARTs (Directed Activities Related to Texts) enables the students to focus on the texts structure and meaning of the texts.

2. Reading Comprehension

According to Schmidt (2010), reading comprehension is the process by which the meaning of a written text is understood. It means that reading comprehension aims at understanding the writer's meaning in the text accurately to get knowledge and information from reading process.