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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills that is very important in learning English, especially for students. They need to understand and build the meaning about what they read in order to get information and add their knowledge from written text or books. According to Anderson, reading is the process of constructing meaning from written texts. It is one of the complex skills requiring the coordination of a number of interrelated sources of information (1985:148)

Linse (2005:69) points out that reading is a set of skills involved in making sense and deriving meaning from the printed word. Moreover, Berardo (2006) states that reading means different things to different people, recognizing written words, and opportunity to take pronunciation and practice speaking. Similar to Berardo, Pang (2012:6) argues that reading is about understanding a written text.

Islamic Junior High School As-shofa uses Curriculum 2013. Based on the syllabus of the eighth grade, the students must achieve two competences, core and basic competence. The core competence is comprehending factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture in relation with causal phenomena and event. The basic competence is analyzing social function, text structure, and language feature of narrative text in accordance with the context its use.

The passing grade of English subject of this school is 75. In Islamic Junior High School As-shofa, English is taught four hours a week with a time allocation

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of 80 minutes for one meeting. The texts which were taught at the eighth grade of Islamic Junior High School in the second semester were narrative and recount text. The researcher focused on the narrative text. Thus, the scoring rubric for assessing the students' reading comprehension can be seen as follows:

Table 1.1
Score Rubric

No.	Score	Description
1	88-100	The students can identify the meaning of some words, information, generic structures, language features and communicative purpose very clearly.
2	75-87	The students can identify the meaning of some words, information, generic structures, language features and communicative purpose clearly.
3	62-74	The students have limited understanding to identify the meaning of some words, information, generic structures, language features and communicative purpose clearly.
4	50-61	The students have little understanding to identify the meaning of some words, information, generic structures, language features and communicative purpose clearly.
5	<50	The students have no understanding to identify the meaning of some words, information, generic structures, language features and communicative purpose clearly.

Reading had been taught by using some strategies in this school by the English teacher, such as jigsaw and discussion. Generally, the teacher usually introduced the material to the students and gave example. The teacher asked the students to read materials, translate the text, find out the difficult words, answer the question based on the reading passage and finally asked the students to collect



the task. The teacher said that she had given students other teaching strategy to improve students' reading comprehension.

However, the students seemed not to perform their reading comprehension based on the indicators. This situation happened because the students seldom practiced to read English reading text, especially narrative text. The reason is because they had just a few words to support their reading. Briefly, the students did not have prior knowledge about the topic.

Based on preliminary research at Islamic Junior High School As-shofa, the researcher found a lot of problems as follows:

1. Some of the students were not able to identify the meaning of some words in the narrative text.
2. Some of the students were not able to identify the information of the narrative text.
3. Some of the students were not able to identify the generic structures of the narrative text.
4. Some of the students were not able to identify the language features of the narrative text.
5. Some of the students were not able to identify the communicative purposes of the narrative text.

Referring to the symptoms above, the teachers are expected to provide them with an appropriate strategy. In doing so, the researcher proposed a strategy to solve the problem that is Adapted Materials Strategy. Using Adapted Materials in the classroom is one of the ways to encourage students to learn English.



Furthermore, McGrath (2002:64) says that adaption is modifying material in such a way that they seem more relevant to learners' interest and needs.

In addition, Kitao Sergio in Masuhara (2008) states adapted materials involve changing existing materials in some form so that they become suitable and specific. Adapted text is made to more relevant to the learners, by using adapted text the learners can understand and do not get bored to read a long text and increase students' reading comprehension. Hence, the researcher proposed this strategy, on consideration that the strategy involves students in gaining the meaning for comprehending the narrative text.

Regarding the explanations and problems above, the researcher was encouraged to conduct a research that particularly concerns with reading comprehension of the eighth grade of Islamic Junior High School As-shofa Pekanbaru by using Adapted Materials. Thus, the researcher was interested in investigating the problems by conducting a research project entitled **“The Use of Adapted Materials Strategy: Its Effect on Students' Reading Comprehension in Narrative Text at Islamic Junior High School As-Shofa Pekanbaru”**.

B. The Problem

Based on the background illustrated above, it was very clear that the students were getting difficulties, especially in term of comprehending narrative text.

1. The Identification of the problem

Based on the problem depicted in the background of the problem, the research would identify as follows:

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- a. Why were some of the students not able to identify the meaning of some words in the narrative text?
- b. Why were some of the students not able to identify the information of the narrative text?
- c. Why were some of the students not able to identify the generic structures of the narrative text?
- d. Why were some of the students not able to identify the language features of the narrative text?
- e. Why were some of the students not able to identify the communicative purposes of the narrative text?

2. The Limitation of Problem

Based on the identification of the problem above, thus the researcher needed to limit the problems of this research to students' reading comprehension in narrative text referring to identifying meaning of some words, information, generic structures, language features and communicative purpose of narrative text.

3. The Formulation of the Problem

Based on the problem limited above, the problems would be formulated in the following research question:

- a. How is the students' reading comprehension in narrative text taught by using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru?

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- b. How is the students' reading comprehension in narrative text taught without using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru?
- c. Is there any significant difference of the students' reading comprehension in narrative text taught by using and without using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru?
- d. Is there any significant effect of using the Adapted Materials Strategy on the students' reading comprehension in narrative text at Islamic Junior High School As-shofa Pekanbaru?

C. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out students' reading comprehension after being taught by using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru.
- b. To find out students' reading comprehension before being taught by using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru.
- c. To find out whether there is or not significant difference of the students' reading comprehension in narrative text taught by using and without using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru.

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- d. To find out whether there is or not any significant effect of the students' reading comprehension in narrative text by using Adapted Materials Strategy at Islamic Junior High School As-shofa Pekanbaru.

2. The Significance of the Research

- a. To fulfill one of the requirements for the researcher to complete undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. Theoretically, the researcher can get information from this research that can be very useful to enlarge knowledge, especially in reading narrative text.
- c. To provide some information to the students as well as the English teacher related to their weaknesses in understanding in reading, so they will find solutions in order to master it.

D. The Reason for Choosing the Title

There are some reasons why the researcher was interested in carrying out this research:

- a. The title of the research is a relevant to the researcher's status as a student of English Education Department.
- b. The title of the research is not yet investigated by other previous researchers.
- c. The location of the research facilitates the researcher in conducting the research.

E. The Definition of the Terms

There were many terms involved in this research. Thus, to avoid misunderstanding on each term used in this research, the following terms were necessarily defined as follows:

1. Effect

Effect is change that somebody or something causes in somebody or something else (Manser and Martin: 2000). In this research, effect is an ability that can change caused by something. It is clearly explained that the effect refers to anything happening caused by something about the differences among the variables involved. In this research, the effect is defined as the result of teaching reading narrative to students treated with the Adapted Materials Strategy of the eighth grade at Islamic Junior High School As-Shofa Pekanbaru.

2. Adapted Materials Strategy

Using Adapted Materials in the classroom is one of the ways to encourage students to learn English. It is suitable with the students' background knowledge, experiences and level. According to O'Neil (1982), materials may be suitable for students' need, even if they are not designed specifically for them, materials make it possible for students to review and prepare their lesson that textbooks are efficient. In this research, the Adapted Materials means a strategy used by researcher to know its effect on students' reading comprehension in narrative text at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

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3. Reading Comprehension

According to Catherine (2000:11), reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.” In this research, reading comprehension refers to the students’ understanding in narrative text which was measured by the researcher at Islamic Junior High School As-Shofa Pekanbaru.

4. Narrative Text

According to M.Syafii (2014), a narrative text is a text telling the readers about the true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways. In this research, the narrative text, notably legend and fable that are used in giving tasks to the students at Islamic Junior High School As-Shofa Pekanbaru.

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