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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 the students because reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

According to Nunan (2003:2), reading is a fluent process of the readers, combining information from a text and their own background knowledge to build meaning. In order to read, the learners need to be able to understand what they read. Through reading, people can improve their own knowledge, experience and enlarge their main set of thinking. While, Linse (2005:69), stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. Basically, the purpose of reading process is 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 reads the words, sentences, paragraphs, and texts but also should understand the contents of reading.

To find out the information of the reading text, the readers should comprehend it. Reading text without comprehension is useless. According to Tankersley (2003:90), comprehension is the center of reading. During reading activity, comprehension will be the essential point. It means that reading comprehension is a part of reading ability to understand meaning of the text

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through reading activity. In line with the statement, Snow (2002:11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is the process of understanding the text and constructing the meaning through interaction between the reader and the writer. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text. Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the written text.

Senior High School 1 Pasir Penyu is one of the schools that uses School Based Curriculum (SBC) in the process of teaching and learning English. English subject is one of the subjects taught based on KTSP. The curriculum demands students of Senior High School 1 Pasir Penyu especially the eleventh grade to comprehend narrative text. They need to comprehend the purpose, structure and linguistics component of narrative text, but almost all of the students are far from the minimum passing grade. Based on BSNP (2006:130), the aim of reading is “to comprehend the meaning of functional text and essay of narrative, spoof, and hortatory exposition text in the context of daily life and to access knowledge”. For the basic competence of reading is “to respond the meaning and rhetorical step of essay accurately, fluently, and acceptable in the context of daily life and to access knowledge of narrative, spoof, and hortatory exposition text”.

In teaching reading, the teacher does not involve the students to read the text together with the teacher. Teacher only reads the text alone and the



students just listen to what the teacher reads. After that the teacher asks the students to read the text. The teacher does not use another media in teaching and learning English. The result, students get difficulties in reading the material fluently and accurately. The students get difficulties in understanding the sentences, finding the meaning of the sentences or only understand the broad outline of the text content. The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English lesson.

Based on the researcher's interview and observation with one of the teacher at Senior High School 1 Pasir Penyau, the problems can be seen from the following phenomena:

1. Some of students are not interested in reading a narrative text.
2. Some of the students get the difficulties in understanding the narrative text.
3. Some of the students have difficulties in identifying the topic of narrative text.
4. Some of the students have difficulties in identifying the generic structure of narrative texts; orientation, complication and resolution.
5. Some of students have limited vocabularies.

To solve this problem, the teacher should provide interesting media in order to make the classroom activities more various and interesting by using Mass Media. Many forms of mass media; the English language, books, magazines, newspaper, comics, advertising, records, film, radio, and television. Many of these form are inter-related (Michael Willie, 1979:58).



Mass media is important part in our live. It can inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. Mass media also can provide us with reliable information. Mass media as part of visual aids are used as teaching aid in teaching English at senior high school. It gives a lot of contribution, so the teacher can find authentic texts such as; real news paper and article that are used for reading material. Mass Media can be used to help students gain the information from the text, help students to find out the main idea, and help students to comprehend the text especially for narrative text.

According to Onukaogu in Wisdom Alice (2012:474), mass media have had the greatest influence on youths, because they learn about the world through the print and non-print media. By implication the information received from the print media serves as a source of energy to those exposed to them because helps them in intra and interpersonal relationship including general adjustment in life. Mass media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities.

While, Vilma Tafani (2009:83) said that mass media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, which develop reading, writing, speaking and listening skills. They also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation. Media keep us informed



about what is happening in the world, they extend our knowledge and deepen our understanding. Among those types of mass media, print media is the media that is possible to be used as the teaching and learning material because it is practical and it contains events which occur everyday. According to Assimonye in Wisdom and Alice (2012:475), the print media is an important tool for learning. It includes textbooks in all subjects taught in class, as well as novels, magazines and newspapers which offer information and entertainments in all spheres of life.

In this research, the writer had some targets to achieve by using texts from magazines in teaching reading. Magazine is one kind of printed media, which has been known since a long time ago. It is understandable since magazines are published in various types according to the need of the society. There are magazines especially published for women, men, and teenagers. There are also magazines, which specialize in news, hobby, housekeeping, sport, health, and so on. Magazines are motivating since it offers so many interesting materials to read.

Therefore, based on the symptoms explained by the writer above, the writer is interested in conducting a research entitled: **“The Effect of Using Printed Mass Media Strategy on Students’ Reading Comprehension of Narrative Text at The Eleventh Grade of State Senior High School 1 Pasir Penyungur Indragiri Hulu Regency”**.

B. Definition of the Terms

In order to avoid misunderstanding and misinterpreting of the terms, the wirtter provides the definition of all the terms used as follows:

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1. Effect

According to Richards and Schimidt (2010:190), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is an ability that can change caused by something. However, the term of effect in this research is referring to the implication of two different variables, independent and dependent variable. Cohen, Manion & Morrison (2005:504) stated that independent variable is a variable which as influence or affect, whereas a dependent variable is a variable which is affected. In this research, the independent variable is Printed Mass Media Strategy, and the dependent variable is the students' reading comprehension of narrative text at the eleventh grade of State Senior High School 1 Pasir Penyau.

2. Printed Mass Media

According to Assimonye in Wisdom and Alice (2012:475), the print media is an important tool for learning. It includes textbooks in all subjects taught in class, as well as novels, magazines and newspapers which offer information and entertainments in all spheres of life. Printed Mass media is a tool in teaching and learning process, because with printed mass media the teachers can find the authentic texts that are used for reading material and also make their lesson become cumulative.

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3. Magazine

According to Vilma Tafani (2009:68), magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. From the explanation above, magazine can give authentic information that contains a wide variety of text types, language styles easily found as a reading materials, contain many stories, and lots of advertisement that sell products.

4. Reading Comprehension

According to Blachowicz and Ogle (2008:1), reading comprehension is making sense of what is read. As a result, reading comprehension is the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending that is getting the ideas explicitly and implicitly. To comprehend the text, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. In this research reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and



the meaning of the texts by using Printed Mass Media Strategy at the Eleventh Grade of Senior High School 1 Pasir Penyau Indragiri Hulu Regency.

5. Narrative Text

According to Syafi'I (2014:51), narrative text is storytelling of an event series. In short, narrative is a text that tells a story, it can be an imaginary or real event. Narrative text focuses on a pattern of conflict or unexpected event. In this research, narrative texts are taught to the eleventh grade of State Senior High School 1 Pasir Penyau.

C. Problem

1. Identification of the Problem

- a. What cause students uninterested in reading narrative text?
- b. What cause students difficult in understanding the narrative text?
- c. What cause students difficult in identifying the topic of narrative text?
- d. How is students' ability in identifying the generic structure of narrative text?
- e. What factors make some of the students have limited vocabulary to understand the content of narrative text?

2. Limitation of the Problem

The researcher limited this research only on the students' ability in identifying meaning in narrative texts. As for the students' ability in constructing meaning was not investigated in this research.

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3. Formulation of the Problems

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

The major research question is: Is there any significant effect of using Printed Mass Media on students' reading comprehension of narrative texts at the eleventh grade of Senior High School 1 Pasir Penyau?

The minor research questions are:

- a. How is students' reading comprehension of narrative text at the eleventh grade of Senior High School 1 Pasir Penyau taught by using Printed Mass Media?
- b. How is students' reading comprehension of narrative text of the eleventh grade of Senior High School 1 Pasir Penyau taught without using Printed Mass Media?

D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research:

1. The title is relevant to the writer as a student of English Education Department.
2. 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 researcher in conducting the research.



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E. The Objective and Significance of the Research

1. The Objective of Research

- a. To find out the significant effect on the students who are taught and not taught by using Printed Mass Media Strategy at the eleventh grade of Senior High School 1 Pasir Penyu.
- b. To find out the students' reading comprehension of narrative text taught by using Printed Mass Media Strategy at the eleventh grade of Senior High School 1 Pasir Penyu.
- c. To find out the students' reading comprehension of narrative text taught without using Printed Mass Media Strategy at the eleventh grade of Senior High School 1 Pasir Penyu.

2. The Significance of Research

- a. This research is hoped to be a reference of alternative method or strategy to improve students' reading comprehension.
- b. To help the students to solve the problem in learning reading especially in Senior High School 1 Pasir Penyu.
- c. This research finding is also expected to be practical and theoretical information to development of the theories on language teaching.