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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

A. Background of the Problem

Reading is the sub-skill in teaching learning English process that has to be understood well by all of English learners, because reading will be the main skill that is often use to measure the ability of learners in English. Reading is an interactive activity to catch and to understand the meaning that contains 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 constitute actual reading. On the other hand, Catherine E. Snow (2002), stated that reading to read well is a long-term developmental process, and reading comprehension facilitates students in reading passage to get the point of the text in order to make them interested in reading. Above all, the researcher points out the experts' statements that reading is the interaction between writer and reader in which the meaning of written form and what the reader conveys must be understood by the reader.

However, comprehend the text is an important thing in reading skill. So, reading comprehension is called the reading skill on the higher level. According to Catherine E. Snow (2002), reading comprehension is the process extracting and constructing meaning through. Interaction and involvement with written



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language. In other words, reading comprehension is the process that readers do in order to construct or understand the meanings of the texts through reading activity. Likewise, Duffy (2009) states that reading comprehension depends on prior knowledge. 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 either oral or written form.

State Junior High School 4 Pekanbaru is one of the favorite educational institutions in Pekanbaru that uses School Based-Curriculum (SBC) or in Indonesia is called by *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in process of teaching and learning English. Based on school based curriculum, English must be taught and learned in state junior high school. Based on KTSP for the eighth grade of State Junior High School, the goals of teaching English are as follows: developing communicative competence in oral and written form to achieve functional literacy level, having awareness about sense and significant English in order to increase national competence in global society and developing students' understanding about relationship between language and culture. Based on Wells (1987) in BNSP (2006), levels of literacy include performativity, functional, informational, and epistemic. Based on the syllabus, the students' minimum passing grade that has to be achieved for English subject is 83. The goal of curriculum is to improve the student's ability in four basic competencies, and increase students' comprehension in learning reading.



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Based on the preliminary study from observation, the researcher found the problems by interviewing the English teacher of the eighth grade students at State Junior High School 4 Pekanbaru, the students still have difficulties in comprehending texts. Some of them are classified as passive readers. They cannot do what skilled readers are supposed to do. They do not know how to extract information from the text. One of the texts is Narrative Text. Because as we know that among the texts which are mentioned above, narrative text is considered as the most interesting text. According to Mark and Kathy Anderson (2003), narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of whole the text. The students are difficult to comprehend the text, it makes them confused.

Finally, the students do not understand the plot of the whole story. So the students have to know how to organize the words correctly. The same situation also occurred in the school where the research was conducted. When interviewing some students, they said that they got into difficulties in identifying the implicit and explicit information of the text. Besides, many students had low motivation in the reading class. The reading skill of the students in Junior High School 4 Pekanbaru was not as expected. It can be seen from the interview with the English teacher.

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Even though the teacher has asked students to read the students' worksheet and answer the questions related the passage. Also, the teacher has asked them to find out the difficult word, the generic structure, and implicit meaning from the text. In addition, the teacher asked students to translate the text by using the dictionary. But, they did not comprehend the narrative text that is provided by curriculum yet. Therefore, the students' comprehension is not achieving the expectation of curriculum yet. The problems of students can be proven by the writer through the students' score. Most of students' scores do not achieve the minimum passing grade of English subject yet. The problems above can be seen from the following phenomenon:

1. Some of students had difficulty to identify the main idea of narrative text.
2. Some of students had difficulty to identify the generic structure of narrative text clearly.
3. Some of students had difficulty to identify the meaning of word of narrative text.
4. Some of students had difficulty to identify communicative purpose of narrative text.
5. Some of students had difficulty to identify the moral value of narrative text.

To overcome those problems in teaching narrative text, the teacher can use suitable and interesting techniques or methods which are also suitable for the



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learners. Every technique has its own features and weakness. Also, to minimize these problems, students should be a center activity of teaching and learning process or cooperative learning. It is based on Sharan's idea about cooperative learning in her book that cooperative learning is a group-centered and student-centered approach to classroom teaching and learning Reading comprehension of Narrative text. Accordingly, the writer uses Index Card Match (ICM) technique to solve the students' problem in reading comprehension of narrative text.

Index Card Match (ICM) technique is created by Melvin.L.Silberman. According to Silberman (2005), Index Card Match technique is an active and fun way to recall the material that is given. Its mean we can call that (reviewing/recall materials). This activity involves students to work in pairs and gives quiz question to the students. In this case, Index Card Match technique is selected to master English vocabulary based on the consideration that this technique is an effective and fun to teach narrative text. Then, this technique is focused on matching two cards. Index Card Match is a technique that invites students to learn actively and they have an independent soul in learning and foster their creatively, especially from the story in narrative text that is supplied by teacher. It is an active and fun way to review the material.

According to Zaini (2008) in journal education point out, Index Card Match technique is one of the interesting strategies used for reviewing the material, but it can also use new material with note the students give information before they study about the next material, so that when the students are in the

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class they have knowledge about the material. In short, this technique can be used for the material that has been taught before.

Therefore, based on the illustrated problems above, it encourages the researcher to conduct a research entitled **“The Effect of Using Index Card Match (ICM) Technique on Students’ Reading Comprehension of Narrative Text at the Eighth Grade of State Junior High School 4 PEKANBARU”**.

B. Definition of the Terms

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

1. Effect

Something that influences another and makes a change called as effect.

According to Hornby (2005), effect is change that something or somebody causes in something or somebody else. In line with the explanation above, the influence in this research refers to Index Card Match (ICM) Technique used in teaching students’ reading comprehension of narrative text at the eighth grade of State Junior High School 4 Pekanbaru.

2. Index Card Match (ICM)

According to Silberman (2005), Index Card Match technique is an active and fun way to recall the material that is given. In relation to teaching reading, index card match technique is one of the best ways to motivate students and give variation in teaching learning when the students combine

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the card (Silberman, 2005). It means this technique is used in a class that the students once learned a similar subject. Index card match is a good technique that is used to repeat material given previously. Teaching by using index card match technique is one of the strategies which are compatible for improving the students' ability in English reading.

3. Technique

Richards and Schmidt defined techniques as the specific procedure in language teaching such as the teacher corrects student's error through group activities in the classroom. According to Celce-Murcia (2001), a technique is a classroom activity and thus represents the narrowest of the three concepts. It means that techniques are also the way in language teaching but it is more specific than method and approach.

4. Reading Comprehension

According to Dalman (2013), reading comprehension is read cognitively in which the readers should understand the content of several kinds of the text. And Fiprinita (2013) also points out that reading is the process or the way to understand the content of the text and to get the information from the text. It means that reading comprehension aims at understanding the writer's meaning in the text accurately to get knowledge and information from reading process. In this study, reading comprehension is the students' understanding of ideas in



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narrative text that uses the index card match technique where the students combine the two sets of cards that contain about the material of narrative text.

C. Problem

1. Identification of the Problem

- a. Why did some of students have difficulty to identify the main idea of narrative text?
- b. Why did some of students have difficulty to identify the generic structure of narrative text?
- c. Why did some of students have difficulty to identify the meaning of word of narrative text?
- d. Why did some of students have difficulty to identify communicative purpose of narrative text?
- e. Why some of students had difficulty to identify the moral value of narrative text?

2. Limitation of the Problem

Based on the problems that are identified above, thus having limited time the researcher limits, the problem of the research is on Students' Reading Comprehension of Narrative Text. So, based on this research, the researcher used Index Card Match (ICM) Technique to solve the problems.

3. Formulation of the Problem

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



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- a. How is the students' reading comprehension of narrative text taught by using Index Card Match (ICM) Technique at State Junior High School 4 Pekanbaru?
- b. How is the students' reading comprehension of narrative text taught without using Index Card Match (ICM) Technique at State Junior High School 4 Pekanbaru?
- c. Is there any significant difference between students' reading comprehension of narrative text taught by using Index Card Match (ICM) Technique and taught without using Index Card Match (ICM) Technique at the eighth grade of State Junior High School 4 Pekanbaru?
- d. Is there any significant effect of using Index Card Match (ICM) Technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 4 Pekanbaru?

D. Reason For Choosing The Title

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

1. The topic is relevant to the researcher as a student of English Education Department.
2. One of the teachers at the school where the researcher conducted the research is the close family, so it makes the writer easy to collect the information and data related to this topic.



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3. Based on the researcher concern, the title of research topic is not investigated yet by the previous researcher.

E: The Objective and Significance of the Research

1. The Objective of Research

The Objectives of this research include:

- a. To know the students' reading comprehension of narrative text at the eighth grade taught by using Index Card Match (ICM) Technique of State Junior High School 4 Pekanbaru.
- b. To know the students' reading comprehension of narrative text at the eighth grade taught without using Index Card Match (ICM) Technique of State Junior High School 4 Pekanbaru.
- c. To know whether there is or not a significant difference of students' reading comprehension of narrative text at the eighth grade taught by using and taught without using Index Card Match (ICM) Technique at the eighth grade of State Junior High School 4 Pekanbaru.
- d. To know whether there is any significant effect of using Index Card Match (ICM) Technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 4 Pekanbaru.

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2. The Significance of Research

- a. These research findings are expected to provide the theoretical and practical information about Index Card Match (ICM) Technique.
- b. This research finding is expected to be useful for the teachers of English and students of State Junior High School 4 Pekanbaru.
- c. This research finding is expected to be implemented in teaching reading.