

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills. This skill should be mastered by the students. Reading is the act of reading to know the meaning from printed and visual information. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. In relation to the idea above, Grabe and Stoller point out that reading: “ has highlighted the need for readers to develop essential reading processes and abilities such as rapid word recognition, vocabulary development, text-structure awareness, and strategic reading (as opposed to learning individual strategies)”.¹

As one of the receptive skills, Reading needs more practices and skills to master the text that they read. Regarding the idea above, Moreillon stated that Reading is an active process that requires a great deal of practice and skill.² It is not an easy matter for foreign language students to do it, because the text is written in English.

State Junior High School 2 Pasir Penyu is one of the schools located in Indragiri Hulu Regency. This school uses School Based Curriculum (*KTSP*) in

¹William Grabe and Fredricka I. Stoller. Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, In *Teaching English as a Second or Foreign Language*, Third Edition, edited by Marianne Celce-Murcia. (Boston: Heinle & Heinle. 2001). p. 188

²Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: America Librari Assosiation. 2007). p. 10

teaching English. In School Based Curriculum (*KTSP*), reading must be taught and learned by the the teachers and students. In State Junior High School 2 Pasir Penyau Indragiri Hulu Regency, reading is taught and learned to all grades, from the first grade to the third grade. Reading is taught twice a week with duration of time 80 minutes for one meeting. According to syllabus 2012-2013 in the second semester, the standar competence in Reading skill at the second year is to understand the meaning in short simple essay such as Descriptive, Recount, and Narrative.³The minimum passing grade for reading is 70.

In this research, the writer focuses on the Narrative text. In narrative text, the students should be able to understand a short essay related to their environment.

Based on the writer's preliminary study, it is known that the technique used by the English teacher of the second year at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency did not give significant effect on improving students English score especially in reading. The teacher used the three phases technique. There were three activities namely beginning activity, the main activity, and the last activity. At the beginning activity the teacher asked students' knowledge about the text. At the main activity the teacher asked the students to read the text individually and the last activity the teacher asked the students to answer the questions about the text, and the teacher collected the students' tasks. these made students become bored in teaching and learning process.

³Syllabus of SMPN 2 Pasir Penyau. 2012-2013. *Unpublished*

Furthermore, Based on the writers' preliminary study at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency, the writer found that the students reading skill was still far from expectation of curriculum. the problem indicated that they had problem in getting their own minimum criteria of passing grade. The phenomena are as follows:

1. Some of the students cannot identify main idea because they have lack of vocabulary
2. Some of the students do not know how to determine the language feature especially in narrative text.
3. Some of the students are still confused to identify generic structure of reading text.
4. Some of the students are not able to identify references while reading text.
5. Some of the students are not interested in reading text.

Based on those phenomena that the writer found, it is clear that The students of the Second Year of State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency still encounter difficulties in learning English especially in term of learning to read. Thus, the writer would like to offer a different Technique in order to improve the students' reading comprehension at the State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency. The Technique is called Bookmark Technique. Bookmark technique is a technique that makes reading easier for the readers. According to McLaughlin and Allen, Bookmark Technique can help

students monitor comprehension while reading and make evaluative judgements about aspects of text.⁴

Based on the explanation and phenomena depicted above, it can be concluded that some of the Second Year students of State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency are still problematic in term of reading. Therefore, the writer is interested in investigating the problems above into a research entitled “ **THE EFFECT OF USING BOOKMARK TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXT AT STATE JUNIOR HIGH SCHOOL 2 PASIR PENYUH INDRAGIRI HULU REGENCY**”.

B. The Problem

Based on the background illustrated above, it is clear that some of the students of State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency are still difficult in learning English especially in reading comprehension.

1. The Identification of the Problem

Based on the background of the problem depicted above, it is clear that there are factors that cause students’ reading comprehension still far from expectation of curriculum. Some of the students also have difficulties in analyzing the reading text. For example, they are still confused to identify generic structure

⁴Maureen McLaughlin., & Allen, M.B.*Guided Comprehension: A Teaching Model for Grades 3-8.* (Newark, DE: International Reading Assosiation. 2002). p. 131

and references of a reading text. Some of the students are not interested in reading text. They feel bored and they have no interest in the material of what they read. And then some of the students have lack of vocabulary that makes them unfamiliar with the words available in the text or passage; the students only have limited vocabularies which cause difficulties in understanding and finding main idea in the reading text. lastly, the problem is from the teaching technique used by the teacher. The teacher still uses conventional teaching technique in teaching reading.

2. The Limitation of the Problem

Based on the identification of the problems stated above, it is quite necessary for the writer to limit the problem. Since the technique used by the teacher was not effective, the writer had focused the new technique for students' reading comprehension. The writer attempts to use a new teaching technique called Bookmark Technique in teaching reading comprehension on Narrative Text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency. In order to avoid misunderstanding in this research, the reading text which is used by the writer is Narrative text.

3. The Formulation of the Problem

Based on the problems limited above, the research questions are formulated as follows:

1. Is there any significant difference between the students' reading comprehension on Narrative Text before being taught by using Bookmark Technique for experimental class and without using Bookmark Technique for control class at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency?
2. Is there any significant difference between the students' reading comprehension on Narrative Text after being taught by using Bookmark Technique for experimental class and without using Bookmark Technique for control class at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency?
3. Is there any significant effect of using Bookmark Technique toward students' reading comprehension on Narrative Text at State Junior High School 2 Pasir Penyuh, Indragiri Hulu Regency?

C. The objective of the research and the significance of the Research

1. The objective of the research

1. To find out whether there is a significant difference between the students' reading comprehension on Narrative Text before being taught by using bookmark technique and without using Bookmark Technique at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency?.
2. To find out whether there is a significant difference between students' reading comprehension on Narrative Text after being taught by using

bookmark technique and without using Bookmark Technique at State Junior High School 2 Pasir Penyu Indragiri Hulu Regency?

3. To find out whether there is a significant effect of using Bookmark technique toward students' reading comprehension on Narrative Text at State Junior High School 2 Pasir Penyu Indragiri Hulu regency.

2. The Significant of the Research

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

1. Hopefully, this research finding is expected to be very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research
2. This research finding is also expected to be valuable inputs for both students and English teacher of the second year students at State Junior High School 2 Pasir Penyu as a consideration for the following teaching points.
3. This research finding is also expected to be meaningful, especially for those who are concerned with teaching and learning of English.

D. The Definition of Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used as follows:

1. **Effect** is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁵ In this research, effect is defined as the result of teaching reading by using Bookmark technique.
2. **Bookmark Technique** is a technique to help students monitor their comprehension while reading and make evaluative judgements about aspects of the text.⁶ In this research this technique is used to help students comprehend reading text.
3. **Reading Comprehension** refers to reading for meaning, understanding, and entertainment, it involves higher order thinking skills and is much more complex than merely decoding specific words.⁷

⁵Jack C Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition, (New York: Pearson Education. 2002). p. 175

⁶*Op.Cit*

⁷Caroline.T Linse. *Practical English Language Teaching: Young Learners*. (Sidney: McGraw, 2005). p. 71