

CHAPTER I

INTRODUCTION

A. The Background

In learning English, there are four skills that must be mastered, namely: listening, speaking, reading, and writing. Reading as one of the four skills is a fluent process of reader combining information from a text and their own background knowledge to build meaning that goal is comprehension.¹ It is also important for language skill because reading is one of basic to learn English. By reading, the reader can acquire information. In academic settings, reading is assumed to be a necessity for learning new information and acquiring access to alternative explanations and interpretation.² In other words, to achieve the success in language teaching learning process especially English, reading is one of the important factors in all language teaching.

Reading comprehension is one of the important activities in order to acquire knowledge, information, and entertainment. Much information is recorded and communicated through the written media. Therefore, reading comprehension is one way to improve the knowledge and information. Science students acquired not only from teaching and learning in schools, but also through the activities of reading in everyday life. Therefore, the ability of their

¹ David Nunan. *Practice English Language Teaching*. (New York: Mcgraw Hill. 2003) p. 67.

² Marianne Celce Murcia. *Teaching English as a Second or Foreign Language* (3rd ed): (Boston: Heinle 2001). p. 187.

reading comprehension skills becomes an important part in the acquisition and improvement for the science students.

Based on School-Based Curriculum (KTSP) of First Grade of Senior High School, or the goals of learning English subject in SMAN 2 Mandau, especially reading skill, is the students are able to identify the meaning of words, main idea and also argument in the text.³It means that the students should be able to comprehend and get information from the text. It is also supported specifically by the basic competence in syllabus of SMAN 2 Mandau that says students are able to respond the meaning in the short functional text (for example; announcement, advertisement and invitation) which is accurately, fluency and accepted in daily contexts. Moreover, the students are able to respond the meaning and rhetorical stages in the simple essay in accurately, fluency and accepted in daily contexts and to access the science, in form of: narrative, descriptive, and news item.⁴ In other words, the English subject more focuses on the genre of the text.

Based on preliminary observation, in this school English has been taught by the teachers here. It is taught twice in a week. The time is allocated 2x45 minutes in a meeting. The implementation of learning reading comprehension in the First Grade Students at SMAN 2 Mandau was by giving the task to the students to read the text. Before the activities were carried out, the teacher explained on information that was considered critical issues related to the student what to do. Reading was done from the beginning to the end of

³Team of Curriculum SMAN 2 Mandau. Syllabus SMAN 2 Mandau 2012/2013. (Duri: Unpublished, 2012).

⁴*Ibid*

the text, and then, the teacher asked them to give some questions, after that, the teacher asked the students to respond the questions from their friends, finally the teacher concluded the lesson before closing. These conditions made the students feeling bored it. Needs to attract students in various methods. Another problem found in the first grade students at SMAN 2 Mandau, most of the students still had low ability in reading comprehension, especially narrative text. Based on the researcher's observation, the major problem faced by them was found difficulties in comprehending text.

The Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message was not easy, especially in English. It might be seen from the students' reading comprehension that were still far from what was being expected. This happens to be case found in SMAN 2 Mandau, where most students still encounter difficulty dealing with English reading texts. The standard of minimum criteria of passing grade in SMAN 2 Mandau, Duri is 75. Some of the students' scores were far from standard of minimum criteria of passing grade. The teacher should be able to make the students achieve the standard of minimum criteria of passing grade.

For the clear one, there are some phenomena occurring during the class based on the researcher's observation. It is showed from the following symptoms:

1. Some of the students are not able to analyze the meaning of certain words on narrative text.

2. Some of the students are not able to comprehend the main idea or details of the story especially in narrative text.
3. Some of the students are not able to locate or identify the generic structure on narrative text; orientation, complication, and resolution.
4. Some of the students are not able to identify the elements of story in narrative text such as story characters, plot, setting, problem and solution.
5. Some of the students are not able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

Based on the description and phenomena above, one alternative solution is implementing Story Gloves Strategy. A story gloves is a strategy that uses a graphic organizer to help students learn the elements of story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. “Story gloves develop to increase students’ ability to comprehend narrative text.”⁵ The narrative structure glove is a variation of the popular retelling activity and an alternative or supplement to story mapping. This strategy introduce stories to the students that will increase their ability to understand what will they read and build the capacity to use story elements to increase comprehension.

This strategy can be viewed as a technique/strategy is very suitable in the teaching of reading, especially in term of narrative text of reading comprehension. By using this technique, it is expective that students are much

⁵Jannete K Klingner, S. Vaughn & A.Boardmanet. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007). p. 97.

facilitated especially in comprehending reading text, especially in term of narrative text.⁶

Based on the description and phenomena above, the writer is interested in investigating **“The Effect of Using Story Gloves Strategy towards Reading Comprehension in Narrative Text of the First Grade Students at SMAN 2 Mandau, Duri.”**

B. The Definition of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

Effect is a measure of the strength of one variable’s effect on another or the relationship between two or more variables.⁷The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of using Story Gloves Strategy towards reading comprehension in narrative text of the first grade students at SMAN 2 Mandau.

2. Story Gloves Strategy

The story gloves is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. Story gloves is a strategy developed to increase students’

⁶NajmiMaulana. *KurikulumBahasaInggrisSMA*. Retrieved on 14thApril,2012. (<http://najmimaulana.wordpress.com/category/latihan-genre-jenis-text/narative/>).

⁷ Jack C. Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied linguistics*. Third edition. (New York: Pearson Education, 2002). p. 175.

ability to comprehend narrative text.⁸ Using the story gloves helps students successfully construct meaning from text and also helps them identify the elements of narrative text.

3. Reading Comprehension

According to Richard, reading comprehension is perceiving a written text in order to understand its contents.⁹ In this research reading comprehension means how students can understand and interpret reading text.

4. Narrative Text

Narrative text is story telling; it tells a true story or fiction.¹⁰ Narrative means description of events, especially in a novel or process of skill of telling a story.¹¹ It has a clear sequential order that connects events in a meaningful way and offer insights about the world and/or people's experiences of it. The intended narrative text is that always occurs in education setting such as, legend and myths. Reading comprehension in narrative text means a process or product of understanding narrative text in order to get information and the meaning from the text.

⁸Gayle Newman. Comprehension Strategy Gloves. *The Reading Teacher*. (International Reading Association, 2001). pp. 329-332. Retrieved on May 23th, 2013. (<http://www.accessmylibrary.com/article-1G1-80856596/comprehension-strategy-gloves-teaching.html>)

⁹Jack C. Richards and Richard Schmidt. *Op. Cit.* p. 306.

¹⁰ M. Syafi'i, M. Fauzan Ansyari & Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. (Pekanbaru: Lembaga Bimbingan Belajar Syafi'i Intensive, 2007). p. 53.

¹¹ Oxford Dictionary. *Learner's Pocket Dictionary: Fourth Edition*. (New York: Oxford University Press, 2008). p. 291.

C. The Problem

Based on the background illustrated above, it is clear that the students still have a lot of problems especially in narrative text.

1. Identification of the problem

This research is identified as follows:

- a. What makes some of the students are not able to analyze the meaning of certain words on narrative text?
- b. What makes some of students are not able to comprehend the main idea or details of the story especially in narrative text?
- c. What makes some of the students are not able to locate or identify the generic structure in narrative text?
- d. What makes some of the students are not able to identify the elements of story in narrative text?
- e. What makes some of the students are not able to locate or identify facts such as the names of characters, the time of the story or the place of the story in narrative text?
- f. Is Story Gloves Strategy effective in helping students to increase their comprehension in narrative text?

2. Limitation of the Problem

Based on the identification of the problems, it is clear that there are some problems involved, thus, the problems of this research are limited to one of the problem, it is “some of the students are not able to identify the elements of story in narrative text”. Therefore, the writer tries to use Story

Gloves strategy to make students easy to understand and identify elements of story in narrative text.

3. Formulation of the Problem

From the limitation of the problem, the writer formulates the problems are:

1. How is the students' reading comprehension in narrative text taught by using Story Gloves Strategy at the first grade of SMAN 2 Mandau?
2. How is the students' reading comprehension in narrative text taught without using Story Gloves Strategy at the first grade of SMAN 2 Mandau?
3. Is there any significant effect of using Story Gloves strategy towards reading comprehension in narrative text of the first grade students at SMAN 2 Mandau?

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out the students' reading comprehension in narrative text taught by using Story Gloves Strategy.
- b. To find out the students' reading comprehension in narrative text taught without using Story Gloves Strategy.
- c. To find out whether there is any significant effect of using Story Gloves strategy towards students' reading comprehension in narrative text.

2. Significance of the Research

The study is expected to have both academic and practical contributions.

1. Academically, to help teacher/researcher to find out the alternative way of teaching reading, especially in reading comprehension and to produce the relevant and valid knowledge for their class to improve their teaching and also to give a contribution in teaching and learning process, especially in reading subject.
2. Practically, it can be as a model to improve the students' ability in reading comprehension and it may guide, help and encourage students to understand the reading text.