

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important language skills that should be mastered by students. It is flexible for the students, because they can get information from the text they have read. Based on the ideas above, Nunan points out reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ Through reading, we can enlarge our knowledge to get pleasure with many things, and increase our knowledge with scientific text books. Almost every aspect of everyday life of the students is carried out in reading form especially in understanding textbook.

Reading is also an active process indentifying important ideas. To support the students' comprehension in reading, the students must be able to determine main idea, to share information, to review, to explain, to restate texts, to enquire, to analyze, to persuade, to entertain, to argue, and to offer a more complex analysis in their reading. The best way to become a better reader is by reading a lot. The best readers are people who love to read and to read often. In order to understand and learn new things, students must be able to comprehend what they read. In general, the aim of teaching reading is to make students able to read the text effectively and

¹ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill, 2003), p. 68.

efficiently. They are not only supposed to understand the structure of the text but also to comprehend the meaning of the texts. As the reader, we have to comprehend reading materials by using a good strategy/technique/method, According to Hasibuan and Ansyari², reading is an activity with a purpose. The purpose of reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skills and strategies are appropriate to the type of text, and understands how to apply them to accomplish the reading purpose. Reading comprehension has become an indispensable skill in students' life.

Islamic Senior Boarding School Daarun Nahdhah Bangkinang is one of the schools that also applies School Based Curriculum (KTSP) as its guidance in teaching and learning process. English is taught twice a week with time duration about 45 minutes. The competency standard is to understand the meaning of short functional essay of narrative and recount texts in content of daily life and to access knowledge. Reading must be provided as one of the skills in mastering English that should be taught by teacher. There are some texts for Senior High School that should be taught by teacher. According to syllabus 2013/2014³ as the basic stated for second year students is that the students are expected to be able to comprehend the report text, narrative text and analytical exposition. In this research, the writer only focuses on comprehending the narrative text. Narrative is a form of discourse which tells a story,

² Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p.114.

³ Tim Penyusun. *Silabus Islamic Senior Boarding School Daarun Nahdhah Bangkinang 2013/2014*. (Bangkinang: Unpublished, 2013), p. 6-13.

it is an old tradition built upon a humans need to make meaning and connection between seeming disparate bits of knowledge and experience.⁴

Based on the preliminary observation on 10th January 2013 by interviewing the teachers of English, reading has been taught by using some techniques. The techniques are Three-phase technique, Direct method, and etc. In the implementation of teaching and learning process, teacher has done a lot of efforts to improve students' English competence in English subject. But in fact, many students still can't fulfill the minimum criteria of passing grade which has been set by the school.

Teaching reading is very complicated when the teacher does not prepare any technique in teaching process. Based on the writer's preliminary research at Islamic Senior Boarding School Daarun Nahdhah Bangkinang, especially in teaching reading, the teacher gave warming up to the students' prior knowledge about the topic. The students were taught reading through the types of genre available in students' textbook. The second step, the students were asked to read text carefully and to find out difficult words. At the last step, they were asked to answer the question individually based on the text and to set the generic structure of the text in pairs. The technique made the students bored and they had no interest in learning of English. In fact, the students still could not answer the questions correctly, some of the students could not understand about the content of reading text, could not know the main idea, could not identify the sequence of events, the generic structure, and

⁴ Steven Nathanson. *Harnessing the Power of Story: Using Narrative Reading and writing Across Content Areas*. (New York: Brookville, Long Island University, 2006), p. 2.

language feature in narrative text, it means that the students still got many difficulties in reading activity and comprehended an English text that makes them slower in doing task given by the teacher. Finally, they were not able to get Total Minimal Value (KKM) that is 60. Therefore, the writer concludes that the students of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang do not achieve the KKM target stated by the school. It is because of some problems in their learning English, one of the problems is some students can't understand the content of reading the text.

Based on the fact, the writer found many problems faced by students especially in reading comprehension. It can be seen from the phenomena as follows:

1. Some of the students do not know the main idea in narrative text.
2. Some of the students can not understand about the content of reading the text.
3. Some of the students are not able to identify factual information in the text.
4. Some of the students are no able to infer what the events happen in narrative text.
5. Some of the students are not able to identify the generic structure and language feature in narrative text.
6. Some of the students are not able to find the meaning of unfamiliar words in narrative text.

The writer assumes that some of students' difficulties in understanding the text can be caused from many factors, such as the students difficulties to find factual

information from the text, have limited vocabularies that make them do not find the meaning of unfamiliar words from the text and also the technique used in teaching is traditional technique or is not appropriate to help students' reading comprehension . In other words, in teaching and learning process, teacher still uses monotonous strategy that causes the students unable to improve their reading comprehension. Therefore, the teacher should be creative to manage the strategy in teaching and learning.

From the phenomena above, to improve students' reading comprehension in narrative text needs an appropriate strategy helping them to find out a solution for their problems and teacher should be qualified enough to choose and to practice strategy. One of the strategies that can be used in reading activity is Story Map with Characters' Perspectives (SMCP).

SMCP is a strategy that focuses on the reasons where the events in a story take place.⁵ It is effective for improving reading comprehension because it can provide concreteness, visual memo ability, attention to structural elements and opportunities for readers. According to D. W. Emery, creating SMCP helps students focus on the literary elements of both plot and character to help readers consider why things happen during the important events of the story, help readers consider motives, plans, interactions, and reactions of characters, help readers consider the story as a whole, and help readers consider the perspective of all important characters.⁶

⁵ Bruce B. Stevens, *Enhanced and Sequence for Grades 6–8, English Standards of Learning*. (Virginia: Commonwealth of Virginia Department of Education Richmond, 2004), p. 96.

⁶ D.W.Emery. "Helping Readers Comprehend Stories from the Characters' Perspectives." *The Reading Teacher* 49, no. 7 (1996), p535–541.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting a research entitled: **“The Effect of Using Story Map With Characters’ Perspectives (SMCP) Strategy Toward Reading Comprehension in Narrative Text of The Second Year Students at Islamic Senior Boarding School Daarun Nahdha Bangkinang”**.

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpreting about the terms used in this research, the writer provides the definition in the following terms:

1. Story Map with Characters’ Perspectives (SMCP) strategy

Story Map with Characters’ Perspectives (SMCP) strategy is a strategy that focuses on the reasons why the events in a story take place.⁷ It means this strategy enables students not only to begin to see different viewpoints but also to make inferences about the characters in the stories. It focuses on the literary elements and considers why things happen during the important events of the story.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ It means that reading comprehension is a process of interaction between the reader with the text and understand the written text in order to

⁷ Bruce B. Stevens, *Op. Cit.* p. 96.

⁸ RAND Reading Study Group. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. (RAND Education: Science & Technology Policy Institute, 2002), p. 11.

know the contents of it. the reader relates the idea for the text to prior experiences and their knowledge.

3. Narrative

Narrative is a fundamental tool in the construction of intersubjectivity of the ability to recognize mental stated in ourselves, and through imagination and projection to recognise the potential reciprocity of mental in others their beliefs, intention, desires that make us distinctive as human beings.⁹ It means, narrative is imaginative story that can narrate the events, entertain and engage the readers in an imaginative experience.

C. The Problem

Based on the phenomena above, it is very clear that there are some problems involved of the second year students at Islamic Senior Boarding School Daarun Nahdhah Bangkinang especially in students' reading comprehension.

1. The Identification of the Problem

Based on the background above, thus the problems of this research are identified as follows:

- a. Some of the students do not know the main idea in narrative text.
- b. Some of the students can not understand about the content of reading the text.
- c. Some of the students are not able to identify factual information in the text.

⁹ Collin Harrison. *Understanding Reading Development*. (London and New Delhi: SAGE, 2004), p. 17.

- d. Some of the students get difficulties to identify the generic structure and language feature in narrative text.
- e. Some of the students are not able to find the meaning of unfamiliar words in narrative text.

2. The Limitation of the Problem

Based on the identification of the problem above, it is clear that there are some problems involved, but the writer limits this research that only focuses on using Story Map with Characters' Perspectives (SMCP) strategy and reading comprehension in narrative text.

3. The Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. Is there any significant difference on students' reading comprehension in narrative text before being taught by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase Technique for control class of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang?
- b. Is there any significant difference on students' reading comprehension in narrative text after being taught by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase

Technique for control class of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang?

- c. Is there any significant effect on students' reading comprehension between pre-test scores and post-test scores of using Story Map with Characters' Perspectives (SMCP) strategy of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang?

D. The Objectives and the Significance of the Research

1. The Objectives of the research

- a. To find out the data about significant difference of students' reading comprehension in narrative text before being taught by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase Technique for control class of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang.
- b. To find out the data about significant difference of students' reading comprehension in narrative text after being taught by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase Technique for control class of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang.
- c. To find out if there is significant effect between pre-test and post-test of using Story Map with Characters' Perspectives (SMCP) strategy towards

reading comprehension in narrative text of the second year at Islamic Senior Boarding School Daarun Nahdhah Bangkinang.

2. The Significance of the Research

- a. The research findings are to give information to the teachers about the effect of using Story Map with Characters' Perspectives (SMCP) strategy to improve the students' reading comprehension.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers Training Faculty of State Islamic University Riau.
- c. To enlarge the writer's knowledge about the research especially for the writer's insight scientifically in the topic of Story Map with Characters' Perspectives (SMCP) strategy.