

CHAPTER I

INTRODUCTION

A. Background Of The Problem

Reading is a receptive skill since it provides the information and knowledge from the text that is read. Reading not only provides information and knowledge from the text, but also determines the specific knowledge, skills, and strategies needed to apply to achieve comprehension. Therefore, in order to achieve comprehension, the specific knowledge, skills, and strategies must be integrated.

Moreover, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read an appropriate rate with adequate comprehension and also the reader's background knowledge integrated with the text to create the meaning¹. In short, the text, the reader, fluency, and strategies are combined together to define the act of reading in order to achieve comprehension.

Dealing with statement above, the cognitive-constructivist view of reading emphasizes that reading is a process in which the reader actively searches reading in what the reader reads. The meaning depends on the reader's having existing store of knowledge, or schemata, that reader draws on the search for meaning, and the active contribution of the reader is significant enough to justify the assertion

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

that actually constructs the meaning of reading². In the conclusion, reading process can be achieved by searching the meaning from what the readers read that depends on the reader's having existing background knowledge and the search for meaning.

Reading becomes a problem for the students because the purpose(s) of reading and type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for type of text, and understand how to apply them to accomplish the reading purpose³.

Reading is important to be learnt and taught by students, moreover School-Based Curriculum provides reading as one of the skills that must be taught and learnt in senior high school. Based on the standardization of English course competences, the purpose of reading is to comprehend various meaning (interpersonal, idea, textual) in various written texts that have purpose of communicative, structure text, and specific linguistic⁴.

In order to accomplish students' needs toward reading comprehension in narrative text, School Based Curriculum provides reading as one of the skills that must be taught and learned in senior high school. Senior High School 3 Kuala Merbau is one of the schools using School Based Curriculum as its guidance in

² Michael F. Graves et al. 2001. *Teaching Reading in the 21st century 2nd ed.* USA: A Pearson Education Company. p. 2

³ Kalayo Hasibuan, M.Ed- TESOL and M. Fauzan Ansyari, SpdI. 2007. *Teaching English as A Foreign language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. p. 114-115

⁴ Tim penulis. 2003. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Departemen Pendidikan Nasional. p. 16

teaching and learning process. In Senior High School 3Kuala Merbau, reading is taught twice a week in 2 x 45 minutes in one meeting. It means that reading is taught within 180 minutes in a week. According to syllabus 2011-2012 at first year, the based competence of reading English refers to capability of students in comprehending the meaning and steps in developing the rhetoric of the written text especially in form of text such as descriptive, narrative, anecdote, exposition, analytical exposition, and hortatory exposition⁵.

Based on researcher's preliminary research at Senior High School 3 Kuala Merbau, the students were usually given narrative text, and then read all of the parts of the text and then the students found the difficult words in the text to comprehend the text. After finding the difficult word in the text, the students read again the text to make comprehend more about the text. Properly, the students can comprehend about the text that they have read, but in reality, the students cannot comprehend about the text. The reading score is still far from the target of curriculum which had score 70 as Passing Grade (KKM). The researcher found that there are several problems of students as follows:

1. Some of the students are not able to identify the main idea from the reading text.
2. Some of the students are not able to find the key word in the text.
3. Some of the students get difficulties to answer the questions based on the reading text.

⁵Syllabus of SMAN3 Kuala Merbau 2011/2012.Unpublished.

4. Some of the students do not know the meaning of some vocabulary in the text.
5. Some of the students are not able to conclude the text.

To overcome these problems need an appropriate strategy for helping students in comprehending a text. There is a strategy that can help students on their comprehension in reading, called “Memory Matrix technique”. The Memory Matrix is simply a two-dimensional diagram, a rectangle is divided into rows and columns used to organize information and illustrate relationship in a memory matrix, the row and column headings are given, but the cells, the boxes within, are left empty. When students fill in the blank cells of the Memory Matrix, they provide feedback that can be quickly scanned and easily analyzed⁶. The Memory Matrix helps students manage, organize, and learn large amounts of information, making retrieval from memory easier and more efficient.⁷This technique can improve reading skills.⁸ Therefore, the writer considers that the Memory Matrix Technique can improve the students’ reading Comprehension.

That is why the researcher is interested in conducting the research entitled **“The Effect Of Using Memory Matrix On Reading Comprehension Of The First Year Students At Senior High School 3 Kuala Merbau”**.

⁶Thomas A. Angelo, K. patricia Cross.1993. *Classroom Assesment Technique: A handbook for college teacher*. San Francisco: Jossey-Bass Publisher. p. 142

⁷ibid. p. 146

⁸ibid. p. 142

B. The Problem

1. Identification of The Problem

Based on background and phenomena above, there are some problems faced by the students in comprehending the reading text. In this research, the problems are identified in the following statements:

1. Some of the students are not able to identify the main idea from the reading text.
2. Some of the students are not able to find the key word in the text.
3. Some of the students get difficulties to answer the comprehension questions based on the reading text
4. Some of the students do not know the meaning of some vocabulary in the text.
5. Some of the students are not able to conclude the text.

2. The Limitation of The Problem

It is important for the researcher to limit the problem, because there is consideration such as fund, capabilities, and limited times. In this research, the problem will be focused on using Memory Matrix technique in teaching reading comprehension in narrative text of the first year students at senior high school 3 Kuala Merbau.

3. Formulation of The Problem

The problem of this research is formulated in following research questions:

- a. Is there any significant difference between the students' reading comprehension on Narrative text before being taught by using Memory

Matrix technique for experimental class and without using memory matrix technique for control class at Senior High School 3 Kuala Merbau?

- b. Is there any significant difference between the students' reading comprehension on Narrative text after being taught by using Memory Matrix technique for experimental class and taught without using memory matrix technique for control class at Senior High School 3 Kuala Merbau?
- c. Is there any significant effect of using Memory Matrix technique on students' reading comprehension on Narrative text at senior high school 3 Kuala Merbau?

C. The Objective And Significance Of The Research

1. The Objective of The Research

The researcher carries out this research for several objectives as follows:

- a. To find out whether or not there is significant difference between the students' reading comprehension on Narrative text before being taught by using Memory Matrix technique for experimental class and without using memory matrix technique for control class at Senior High School 3 Kuala Merbau.
- b. To find out whether there is significant difference between the students' reading comprehension on Narrative text after being taught by using Memory Matrix technique for experimental class and without using memory matrix technique for control class at Senior High School 3 Kuala Merbau?

- c. To find out thereis significant effect ofusing Memory Matrix technique on students' reading comprehension on Narrative text at senior high school 3 Kuala Merbau.

2. The Significance of The Research

After conducting this research, the researcher hopes, this research is able to:

- a. Fulfill one of the requirements of S1 degree of English education department, faculty of education and teacher training at State Islamic University of Sultan Syarif Kasim.
- b. Give the positive contribution for the teachers in teaching and learning process, especially in English subject at Senior High School 3 Kuala Merbau.
- c. Give information and solution for English teachers who concern in learning English especially about the use of Memory Matrix technique to improve students' reading comprehension.

D. The Definition Of The Term

In order to avoid misunderstanding and misinterpretation about the title of this research, it is necessary for the researcher to define the following terms:

1. Effect

Oxford Advanced Learner's Dictionary define effect as the change that somebody or something causes in somebody or something else.⁹

In this research, effect mean as the result of teaching reading

⁹A.S. Homby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University press, 2000), p. 143

comprehension of narrative text by using memory matrix technique of first year students at SMAN 3 Kuala Merbau

2. Memory Matrix technique

Memory matrix is simply a two-dimensional diagram, a rectangle divided into rows and column used to organize information and illustrate relationships. In a memory matrix, the row and column headings are given, but the cells, the boxes within, are left empty. When students fill in the blank cells of the Memory Matrix, they provide feedback that can be quickly scanned and easily analyzed.¹⁰ In this research, Memory Matrix means as a technique uses two dimensional diagram, a rectangle is divide into rows and collumn used to organize information and illustrate relationship that can improve students' reading comprehension in narrative text.

3. Reading Comprehension

According to Richard reading is to perceive a written text in order to understand its contents¹¹. Whereas, comprehension is the identification of the intended meaning of written or spoken communication¹². In this research reading comprehension means that students' activity in identification of the intended meaning of the written text.

¹⁰ibid. p. 142

¹¹Jack C. Richards and John Platt.1992. *Longman Dictionary of Language Teaching and Applied Linguistic*^{2nd}. UK:Longman Group UK Limited. p. 306

¹²Jack C. Richards and Richard Schmidt.1992. *Longman Dictionary of Language Teaching and Applied Linguistic*^{3rd}. UK:Pearson Education Limited. p. 99

4. Narrative Text

Narrative text is a fiction in which the values are used to describe and/or to explain humans' behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). Theme may be directly stated or implied. The piece makes sense when reading from beginning to end¹³. Narrative in this research means written text which is used to test the students' reading comprehension of the first year at Senior High School 3 Kuala Merbau.

¹³ <http://www.ksde.org/>