CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills that should be mastered by all of the English learners. Reading is a language skill that needs reader to comprehend a text . In reading process, the reader brings his own meaning and experiences to obtain meaning from the printed text. This idea is related to Brown's ideas that says, "Reading is the most important language skill that should be developed inside and outside the classroom. It is also one of the most common ways to get information. The ability to read ordinary texts is an additional crucial skill that the students should master it".[1] In addition, reading is the ability to receive some information, to get pleasure, to get main idea sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, etc. So, everybody can improve his or her knowledge and get pleasure.[2]

MAN KAMPAR is one of the schools that is located in Tanjung Rambutan village of Kampar regency. As a formal school, this school also provides English to its students, especially in term of English reading. In this school, English is taught twice a week with duration 45 minutes per period, and reading is one of the language skills that has priority to be learned by students because from reading students can get

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[1] H. Douglas Brown. *Teaching by Principles an Interactive Approach to Pedagogy.* Englewood Cliffs, New Jersey: Prentice Hall, inc.1994. p. 217.
[2] Celce Murcia. *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinle. 2001.p.187.

information, knowledge, and other linguistics skills, and even enjoyment. Besides that the students can also improve their ability in understanding narrative text effectively and efficiently.

Based on the School-Based Curriculum of MAN KAMPAR 2006, the standard competence of reading is comprehending the meaning in short functional text and essay of report, narrative and analytical exposition forms in daily life and for the access of knowledge.[3] In this school, the purpose of reading skill is students must comprehend the kind of text, such as narrative, explanation, and discussion.[4] In this research, the writer focuses on narrative text. The passing score (KKM) of English subject in MAN KAMPAR is 70. It can be concluded that reading skill needs a lot of aspects that should be mastered by students.

MAN KAMPAR used School-Based Curriculum as a guidance of Teaching and learning English in this school. Though this school had done a lot of efforts to increase students' English competences, the students seem not to perform their English proficiency based on the curriculum given and they still got low score in reading.

Ideally, the First Year students of MAN KAMPAR could develop their competence in reading comprehension, but in fact, it is still far from what is expected. It can be identified based on the writers' observation and an interview with the English teacher of MAN KAMPAR, some students were not able to identify the

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[3]Department of National Education, *School Based Curriculum Syllabus of English*. 2006.
[4]Titin sukmadewi, S. Pd.I *Syllabus of MAN KAMPAR*: Unpublished. 2013.

generic structure and language feature of narrative text. And some of the students were not interested in reading narrative text. The strategy used by the English teacher in this school was a conventional strategy.

Based on the explanation above, some of the students still face various problems and difficulties in English, especially reading comprehension. Difficulties are itemized in the following symptoms:

1. Some of the students are not able to identify the generic structure of narrative text

2. Some of the students are not able to identify language features of narrative text

3. Some of the students are not able to identify the topic of the text

4. Some of the students are not able to identify inference of narrative text

5. Some of the students are not able to identify characters and place of narrative text

Therefore, to solve this problem needs a suitable strategy for students' reading comprehension on narrative text. There is actually a strategy that can help students comprehend the text in reading, called Build, Know, Want, Learn, Question. BKWLQ strategy is an addition of instructional activity KWL for assisting students in developing a framework and actively engaging the prior knowledge of students in constructing meaning from text.[5] BKWLQ is also variation of the KWL instructional

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[5] Ogle,D. 1986. *K-W-L: A Teaching Model That Develops Active Reading of Expository Text. Reading Teacher* 39:563-570

strategy that helps students build prior knowledge, making meaningful connections and asking questions.

Based on the explanation of above, the writer is interested in conducting a research entitled **THE EFFECT OF USING Build, Know, Want, Learn, Question (BKWLQ) STRATEGY TOWARD READING COMPREHENSION ON NARRATIVE TEXT OF THE FIRST YEAR STUDENTS AT MAN KAMPAR**.

B. Problem

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

1. Identification of the Problem

Based on the background and the problems explained above, it is clear that most of the students of the first year in Senior MAN KAMPAR still get difficulties in English course, especially in comprehending narrative text.

To make it clear, the problems in this research can be identified as follows:

a. Why are the factors that make the students unable to identify the generic structure of narrative text?

b. What makes the students unable to identify language features of narrative text.

c. Why are the the students unable to identify the topic of the text?

d. What causes the students unable to identify inference of narrative text?

e. Why are the students unable to identify characters and place of 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 problems it is " Identify the Generic Structure of Narrative Text". Therefore, the writer tries to use Build, Know, Want, Learn, Question (BKWLQ) to make students easy when they are reading in English.

3. Formulation of the Problem

Based on the limitation of the problems stated above, the problems of this research are formulated in the following research questions:

a. How is the students' reading comprehension on narrative text taught by using Build, Know, Want, Learn, Question (BKWLQ) strategy of the first year at MAN KAMPAR of Kampar Regency?

b. How is the students' reading comprehension on narrative text taught without using Build, Know, Want, Learn, Question (BKWLQ) Strategy of the first year at MAN KAMPAR of Kampar Regency?

c. Is there any significant effect of using Build, Know, Want, Learn, Question (BKWLQ) Strategy toward students' reading comprehension on narrative text of the first year at Senior MAN KAMPAR of Kampar Regency?

C. Objective and Significance of the Research

1. Objective of the Research

The objectives of the study on the students' reading comprehension by using Build, Know, Want, Learn, Question (BKWLQ) strategy are;

a. To find out the information about students' reading comprehension on narrative text of the first year at MAN KAMPAR before giving the treatment to both experimental and control classes.

b. To find out the information about students' reading comprehension on narrative text of the first year at Senior MAN KAMPAR after giving the treatment to both experimental and control classes.

c. To find out whether there is a significant effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy toward students' reading comprehension on narrative text of the first year at MAN KAMPAR or not.

2. Significance of the Research

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

a. To give some information to the teachers about the effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy toward students' reading comprehension on narrative text.

b. To give some contribution to the students' reading comprehension on narrative text

    c. To fulfill one of the requirements to finish the writers' study in English Education Department of Sultan Syarif Kasim Riau

D. Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research. It is necessary to explain the terms used in this research. The terms are as follows:

1. Effect

The effect is the result of an event or something that happens because someone does. [6] In this research, effect means how Build, Know, Want, Learn, Question (BKWLQ) strategy can influence students' ability in understanding text.

2. Build, Know, Want, Learn, Question (BKWLQ) Strategy

Build, Know, Want, Learn, Question (BKWLQ) strategy is an addition of instructional activity KWL for assisting students in developing a framework and actively engaging the prior knowledge of students' in constructing meaning from text that developed,[7] of the first year students of MAN KAMPAR.

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[6]Russell Khan,. *Know It All: Grades 6-8 Reading,* (New York: Princeton Review Publishing, 2004) p. 124.

[7] Ogle, D.1986 Op Cit 39:563-570

3. **Reading Comprehension**

According to Richards and Schmidt, reading comprehension is perceiving a written text in order to understand its content. This can be done silently,[8] of the first year students of MAN KAMPAR

4. **Narrative text**

Narrative text is storytelling; it tells a true story or fiction. [9] It has a clear sequential order that connect events in a meaningful way and offer insights about the world and peoples' experiences. The intended narrative text is that always occurs in education setting such as, legend, myths, etc.

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[8]Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third ed, (London :Pearson Education,2002) p. 443

[9]M. Syafi'i, M. FauzanAnsyari and JonriKasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting"*. (Pekanbaru: LembagaBimbinganBelajarSyaf Intensive,2007)p.53