

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the skills that the students should master it in learning English. Reading plays an important role for students in learning new language like English. There are some reasons why reading is very important in learning a new language, such as reading can help learners to think in the new language, helps learners to build better vocabulary, and makes learners feel more comfortable with written English.¹ Besides that, learning to read is an important educational goal. The ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.²

At SMAN 1 Kampar Kiri, school implements English KTSP (Education Unit Level Curriculum), which reading is taught 2 meetings x 40 minutes in a week. The passing grade for English subject is 70. In the curriculum, reading has at least three basic competencies. The first is responding the meaning of functional short text accurately, fluently and accepting the relation to closest environment. The second is responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in descriptive and procedure text.

¹ Linda Jeffries and Beatrice S. Mikulecky. *Advanced Reading Power*. (Pearson: Longman, 1984). p. 18

² Elizabeth S. Pang, et al. *Teaching Reading “Educational Practices Series-12”*. (Switzerland: International Academy of Education, 2003). p.6

The third is reading aloud that has a meaning of functional text, descriptive and procedure short essay with utterance, intonation and pressure accurately.

To implement the curriculum, the English teacher of SMAN 1 Kampar Kiri used discussion method in teaching reading, such as reading aloud. The teacher commanded some students to read the text loudly in rotation, and some others just paid attention to what their friends reads. After that, the teacher asked the students to answer the question. By implementing this method, students were expected to be able to understand an English text and answered the questions. Based on primary observation, the writer found that students could not comprehend well. Narrative text is one of the genres that should be learned by the students. In this case, the writer took narrative text that used in this research as previous researchers used it in their research by the same strategy as the writer.

Narrative text is the stories concerning temporal sequences, situations and events unfolding in time.³ Moreover, narrative text is the text that explains the series of events and actions that are organized by using the time order pattern. The purpose of narrative text is to amuse or to obtain the reader such as folk tales, fable, and legend and so on. Basically, the generic structure of narrative text consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem encountered by the characters. Then, resolution is the characters to find the solution of the problem.

³David Herman. *Basic Elements of narrative*. (Singapore: Ho Printing Pte Ltd, 2009). P.1 [Electronic Version]. Library.nu.com (Retrieved on January 3th, 2011)

In reading narrative text, the students are called comprehension if they can find the main ideas of the text, characters, setting, events, cause and effect of the events. But in fact, based on primary observation, the writer found that many of the students still had some difficulties in comprehending the text. It can be seen in the actual symptoms as follows:

1. Many of the students are not able to find the main ideas in reading narrative text.
2. Many of the students are not able to identify information explicitly such as place of story, name of characters, etc stated in narrative text.
3. Many of the students are not able to infer what the events happen in narrative text.
4. Many of the students cannot recognize or recall the cause and effect of events that happened in narrative text.
5. Many of the students are not able to find the topic in narrative text.

The alternative strategy to improve reading comprehension is Literature Circles. According to Dalie, a literature circle is a students' equivalent of an adult book club, but with greater structure, expectation and rigor. The purpose is to perform a good discussion and makes young people love reading more. The true intent of literature circles is to allow students to practice and develop the skills and strategies of good readers.⁴

Based on the explanation above, the writer is interested in conducting a research entitled "The Effect Of Using Literature Circles Strategy Towards

⁴ http://en.wikipedia.org/wiki/Literature_circle (Retrieved on 20th September 2011)

Students' Reading Comprehension of The First Year Students at SMAN 1 Kampar Kiri". Before planning the action, the researcher conducted the test in order to design the appropriate action for this research. The writer hopes that this strategy can help students to increase their reading comprehension.

B. Definition of the Key Term

The terms of this research can be defined as follows:

1. Effect

Effect is change that something, causes in something else.⁵ In this research, effect is defined as the result of teaching reading by Literature Circles Strategy.

2. Literature Circles

Literature Circle specifically recognizes the different ways people talk about books together.⁶ This is a strategy that literally puts reading, comprehending and learning in the hands of the students.

3. Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text.⁷ Furthermore, reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text,

⁵ Department University of Oxford. *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2000) p,138

⁶ Camille Blachowicz and Donna Ogle. *Reading Comprehension*. (London: The Guilford Press. 2008). p. 161

⁷ http://wik.ed.uiuc.edu/index.php/Reading_comprehension (Retrieved on 5th January 2012)

understanding of text types).⁸ In this research, reading comprehension is defined as students' understanding in reading narrative text at SMAN 1 Kampar Kiri.

C. The Problem

1. The Identification of the Problem

Based on the background and the phenomena on the difficulties and intricacies encountered by the students, thus the problems of this research are identified in the following identification:

- a. How are many of the students unable to find the main ideas in reading narrative text?
- b. How are many of the students unable to identify explicitly the informations based on the narrative text?
- c. How are many of the students unable to infer what the events happen in the narrative text?
- d. How cannot many of the students recognize the cause and effect of events that happened in the narrative text?
- e. How are many of the students unable to find the topic in the narrative text?

2. The Limitation of the Problem

Based on the identification of the problems above, the writer limits the problem on teaching strategy used by the teacher in teaching reading. This research focuses on the effect of using literature circles towards students' reading comprehension of narrative text of the first year students at SMAN 1 kampar Kiri.

⁸ Janette K. Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007). p.23

3. The Formulation of the Problem

Based on the background of the problems, this research can be formulated as follows:

- a. How is the students' reading comprehension in narrative text before being taught by using the literature circles strategy?
- b. How is the students' comprehension in narrativetive text after being taught by using literature circles strategy?
- c. Is there any significant effect of using literature strategy towards students' reading comprehension in narrative text of the first year students at SMAN 1 Kampar Kiri?

D. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out students' comprehension in narrative text before being taught by using literature circles strategy.
- b. To find out students' comprehension in narrative text after being taught by using literature circles strategy.
- c. To find out whether there is any significant effect of using literature circles strategy toward students' reading comprehension in narrative text.

2. The Significance of the Research

- a. To enlarge the writer's knowledge about the research especially for the writer's insight scientifically in the topic of literature circles strategy toward reading comprehension in narrative text.
- b. To give positive contribution in teaching and learning process in reading subject of the first year students at SMAN 1 Kampar Kiri.
- c. To complete a requirement intended to finish the writer's study program at English Education Department of Education and Teacher Training Faculty of State Islamic University Suska Riau.