

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Reading is one of the language skills that must be learned by students. It is taught in every level education. Reading activity is almost covering the students' English book lesson. It also important for academic succes because reading is the basic to learn English. By reading, the reader can gain and update his/her information. According to Murcia, "reading is assumed to be the central means for learning new information and gaining access for getting explanation and interpretation."¹ It means that reading is the primary thing because it provides information for the reader or as an access for getting explanation about something. Therefore, reading can be categorized to be a central activity.

Reading gives much profit to people. Besides, it is for gaining and updating information, reading can also give pleasure and entertain the readers. For example, when someone reads a newspaper, he/she will get information and sometimes he/she enjoys it. Reading a novel, on the other hand, does not only give pleasure but also provides information (when someone reads a novel, he/she can widen his/her knowledge about the vocabularies). So, reading will provide much benefit to the readers.¹

¹ Marriane Celce-Murcia, *Teaching English as a Second or Foreign Language*. Third Edition. (Boston : Heinle & Heinle, 2001), pp.187

The goals of teaching reading should be aimed at furthering students' comprehension skill. When they are reading a text they can get much crucial information from the text. Without comprehension, reading is just following the words on a page and the words have no meaning. So, they are not really reading is important because without comprehension reading does not provide any information at all.

Reading comprehension is a crucial thing for the students to understand what they read. They do not only know the meaning of the words but they also can make connection between sentences and the main point of the text. In order to support the students' reading comprehension, they should use appropriate strategies

SMAN 3 Pekanbaru is a school that uses School-Based Curriculum (KTSP) as its guidance in teaching and learning process, including English subject. The school is located in Rumbai, Pekanbaru. This school uses such curriculum in the implementation of teaching English. In this school, the basic competence stated in syllabus of SMAN 3 Pekanbaru for the second year is students are able to read aloud and comprehend the meaning of the functional texts or short essays such as narrative, report, expository, and analytical exposition.

Based on the writer's preliminary observation in SMAN 3 Pekanbaru, English subject has been taught since the first year of teaching period. In learning process, the students are taught the types of genres available in student's textbooks. Then, the teacher introduces genre and explains the kinds, purposes, and characteristics of the text. After she explains it, the teacher asks students to answer the questions based on the text.

The teaching English is taught twice a week for 45 minutes for one class hour. The skills taught are speaking, listening, writing and reading. For reading skill, the writer found that some students still have difficulties in comprehending texts. Although students have studied reading text since elementary school, junior high school, and senior high school, and the teachers have already applied some strategies to develop students' reading comprehension the students still have difficulties when they are learning reading and as a result the students' reading comprehension at the school is not satisfactory as it is expected in the curriculum. In addition, some of the students have low motivation in reading text or material given by the teacher at the school. This the objective of teaching reading is unsuccessfully achieved. The problem faced by the students are indicated by some symptoms below:

1. Some of the students are not able to find main ideas in reading texts.
2. Some of the students are not able to identify information in the texts.
3. Some of the students are not able to infer about the reading text.
4. Some of the students cannot mention the generic structure of the text.
5. Some of the students lack of vocabulary.

From the phenomena, it is clear that some student still find reading comprehension difficult. Therefore, the writer conducts research at the second year students of SMAN 3 Pekanbaru in relation to the above-mentioned problem. In this research, the writer applies one of the strategies that can increase students' reading comprehension. It is Paragraph Shrinking Strategy. This strategy can be viewed as a suitable strategy in teaching reading, especially in terms of narrative text of reading comprehension. Comprehension is primarily a matter of

developing appropriate, efficient comprehension strategies.² By using this strategy, Karen R. Harris and Steve Graham stated that Paragraph Shrinking is a simple strategy to identify the main idea of a paragraph or short section of text.³

Based on the description above, the writer is interested in investigating this problem by conducting research entitled “**The Effect of Using Paragraph Shrinking Strategy towards Reading Comprehension In Narrative Text of the Second Year Students at SMAN 3 Pekanbaru**”.

B. The Definition of the Term

1. Paragraph Shrinking

Danielle stated that Paragraph Shrinking is designed to develop comprehension through summarization and main idea identification.⁴In addition, Karen R. H stated that Paragraph Shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text. In this research, Paragraph Shrinking startegy is a strategy used in the research in order to develop reading comprehension in narrative text of the second year students at SMAN 3 Pekanbaru.

2. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word, world knowledge, and fluency. It is a multi component, highly

² H.Doughlas Brown. *Teaching by Principle : An Interactive Approach to Language Pedagogy*.(California : Prentice-Hall.Inc, 1994), p.291

³ Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York, London : The Guilford Press, 2007), p. 117

⁴Danielle S. McNamara, *Reading Comprehension Strategies*, (USA : Laurence Erlbaum Associates Inc. Publishers, 2007), p. 185

complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.⁵

3. Narrative Text

Narrative text is a kind of text to retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

B. The Problem

1. The Identification of The Problem

Based on the problems depicted in the background of the problems of this research, the problems are identified as follows:

- a. What makes some of the students unable to find main idea in reading text?
- b. What makes some of the students unable to identify the information of text?
- c. What makes some of the students unable to infer the text?
- d. What makes some of the students unable to mention the generic structure of the text?
- e. What makes some of the students lack of vocabulary ?
- f. Is there any significant effect of using paragraph shrinking strategy towards reading comprehension in narrative text of the second year students at SMAN 3 Pekanbaru?

⁵ Klingner K. Janette, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p.8

2. The Limitation of The Problem

Based on the identification of the problems stated above, it is clear that there are many problems, thus the problems of this research are limited to focus on paragraph shrinking strategy and students' reading comprehension in narrative text.

3. The Formulation of The Problem

- a. How is students' reading comprehension in narrative text taught by using paragraph shrinking strategy at the second year of SMAN 3 Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without using paragraph shrinking strategy at the second year of SMAN 3 Pekanbaru?
- c. Is there any significant effect of using paragraph shrinking strategy towards students' reading comprehension in narrative text of the second year students' at SMAN 3 Pekanbaru?

C. The Reason for Choosing The Title

The reason why the writer is interested in carrying out the topic above are based on the several considerations:

- a. The writer is interested in carrying out this research in order to find out the effect of using Paragraph Shrinking strategy toward students' reading comprehension in narrative text.
- b. The topic is relevant to the writer as an English student of English department of State Islamic University of Sultan Syarif Kasim Riau.
- c. As far as the writer is concerned, this research title has never been investigated by any other research yet.

D. The Objectives and the Significance of The Research

1. The Objectives of the Research

- a. To find out the information about the students reading comprehension in narrative text that taught without using paragraph shrinking strategy.
- b. To find out the information about the students reading comprehension in narrative text by using paragraph shrinking strategy.
- c. To find out the significant effect of using Paragraph Shrinking strategy toward students reading comprehension in narrative text.

2. The Significance of the Research

- a. To motivate students' to improve their proficiency in reading comprehension, in order to give chance for students' to master English.
- b. The research findings are to give the valuable input to the teachers of English at the second year students' of Senior High School 3 Pekanbaru in particular and all English teachers as an attempt to improve the students' ability in reading comprehension in general.
- c. To fulfill one of the requirements for the writer to complete her undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.