

CHAPTER I INTRODUCTION

A. Background of the Problem

English language has four skills. There are listening, reading, speaking and writing. Reading is one of the language skills and receptive skill that can support the students in mastering English. From reading, the students not only get general information in the text, but also specific information like kinds of text, setting, event, problem, resolution, etc. But reading becomes a problem for some students because some of the students get the difficulty in finding the information in the text and reading is not a simple subject in learning English, that must be practiced to develop it.

According to T. Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ In addition, Bennette says that reading is a visual process vision, is a symbolic process of seeing an item or symbol and translating it into an idea or image.² The writer concludes that reading is a process of comprehending a written symbol in the text.

Reading is an activity that needs a process and a purpose. In reading, there are three processes to get a purpose, they are pre reading, while and post reading. In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one skill of the English standard

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: Graw –Hill, 2005, p.69

² Joseph Bennette , *A Course in Light Speed Reading," A return to Natural Intuitive Reading"*, First Published, Fifth ed. Oregon: AM University, 1997, p.23

competences that must be taught and learned in Senior High School.³ SMAN 2 Bagan Sinembah is one of the schools that uses School Based Curriculum (KTSP) as their guidance in teaching and learning process. In SMAN 2 Bagan Sinembah, English was taught twice a week with duration 45 minutes per hour with the passing minimum standard 70. In the school, reading is taught integrated with three other skills. Based on the lesson plan of the second grade at SMAN 2 Bagan Sinembah, Basic competence of reading refers to ability of students in expressing the meaning in monologue text or essay that uses written forms accurately, fluently, and contextually in the form of text such as narrative, report, analytical exposition text.⁴

Based on the writer's preliminary research at SMAN 2 Bagan Sinembah, reading had been taught by using conventional strategy. The teacher introduced the material to the students and gave an example and students were given a text, to analyze the important point from the text and make conclusion, then, the teacher asked them to find main points of the text and explained it clearly. Ideally, the second grade students at SMAN 2 Bagan Sinembah were able to comprehend the text, but in fact, the writer still found some problems especially in reading, some of students got scores under the passing minimum standard and students' reading comprehension were still far from the expectation of the curriculum itself. The problems can be seen from the phenomena as follows:

³ Department Pendidikan Nasional, *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, Jakarta:Balitbang, 2003

⁴ Syllabus SMAN 2 Bagan Batu, Unpublished 2013

1. Some of the students are not able to identify the main idea of narrative text.
2. Some of the students do not know how to determine the generic structure in narrative text.
3. Some of the students are not able to identify supporting details in narrative text.
4. Some of the students are not able to identify pronominal references in narrative text.
5. Some of the students have limited vocabularies.

To improve the students' reading comprehension, the teacher needs an appropriate approach, strategy, method and technique to be used as a solution and to solve their problems in teaching and learning process. Murcia said that:⁵ an approach to language teaching is something that reflects a certain model or research paradigm-a theory, a method is a set of procedures, it is more specific than an approach but less specific than technique, a technique is a classroom device or activity and thus represents the narrowest of the three concepts, and a strategy is procedures used in learning, thinking, etc.

Based on the phenomena above, the writer wanted to take new strategy in learning English that can improve students' reading comprehension. One of the strategies is called Narrative Comprehension Cards. Vaughn said that this strategy is to ask students some questions related to the text by using cards and learn how to use narrative comprehensions cards before, during and after

⁵ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language Language, third ed*, Boston: Heinle And Heinle, 2001, p. 5

reading text.⁶ It means that this strategy is used to help the students to understand and remember what they have read while reading activity.

Based on the explanation above, the writer is interested in carrying out a research entitled: **“The Effect of Using Narrative Comprehension Cards Strategy toward Reading Comprehension on Narrative Text of the Second Grade Students at SMAN 2 Bagan Sinembah”**.

B. Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problems such as identify main idea, identify generic structure, identify supporting details, identify pronominal reference, and limited vocabularies.

2. Limitation of the Problem

Based on the explanation mentioned above, there are some problems that ought to be investigated. In this case, the writer wants to limit the problems to the students' reading comprehension that refers to some components such as main ideas, generic structures, supporting details, pronominal reference and vocabulary.

3. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research is formulated in the following questions:

⁶ Sharon Vaughn, and Sylvia Linan Thompson, *Research-Based Methods of Reading Comprehension*, United States America: ASCD Corporation, 2004, p.98

- a. How is the students' reading comprehension on narrative text taught by using Narrative Comprehension Cards strategy of the second grade at SMAN 2 Bagan Sinembah Rohil Regency?
- b. How is the students' reading comprehension on narrative text taught without using Narrative Comprehension Cards strategy of the second grade at SMAN 2 Bagan Sinembah Rohil Regency?
- c. Is there any significant effect of using Narrative Comprehension Cards strategy on students' reading comprehension of the second grade at SMAN 2 Bagan Sinembah Rohil Regency?

C. Objective and Significance of the Research

1. Objectives of the Research

- a. To find out the students' reading comprehension on narrative text taught by using Narrative Comprehension Cards strategy.
- b. To find out the students' reading comprehension on narrative text taught without using Narrative Comprehension Cards strategy.
- c. To find out whether there is a significant effect of using Narrative Comprehension Cards strategy toward students' reading comprehension on narrative text.

2. Significance of the Research

- a. To give information and solution to the English teachers and school about the effect of using Narrative Comprehension Cards strategy toward students' reading comprehension on narrative text.

- b. To give positive contribution to the students in order to improve their reading comprehension on narrative text.
- c. To fulfill one of the requirements to accomplish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason for Choosing the title

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

1. The writer wants to figure out the use of Narrative Comprehension Cards strategy toward students' reading comprehension.
2. The title is relevant to the writer as a student of English Education Department.
3. The title has not been investigated as a thesis at State Islamic University of Sultan Syarif Kasim Riau.

E. Definition of the Terms

1. Effect

Effect means change that somebody or something in somebody or something else.⁷ In this research, effect is defined as the result of teaching reading by using narrative comprehension cards of the second grade students at SMAN 2 Bagan Sinembah.

⁷ Oxford Dictionary, *Learner's Pocket Dictionary: Third Edition*, Oxford University Press, 2009, p.138

2. Narrative Comprehension Cards

Narrative comprehension cards is a strategy to ask students some questions, before, during or after reading passages. This strategy is to lead the students learn how to use narrative comprehensions cards while reading text.⁸ To complete the activity of the second grade students at SMAN 2 Bagan Sinembah should use text and Narrative Comprehension Cards while reading activity. In other words, it is one of the strategies that can help improve students' reading comprehension.

3. Reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁹ Reading comprehension in this study means the ability of the second grade students at State Senior High School 2 Bagan Sinembah. In this study, the students are encouraged to read by being given text and Narrative Comprehension Cards.

⁸ *Comprehension Instructional Menu*, Reading First, Kentucky Department of Education, p.11

⁹ Catherine Snow, *Reading for Understanding: Toward A Research and Development Program in Reading Comprehension*, Airlington: Rand Education, 2002, p.11