

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a communication process requiring a series of skills. It can be implied here that reading is a thinking process rather than an exercise in the speed of eyes movement. According to William, reading is process of receiving and interpreting information encoded in language form via the medium of print. Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.¹ In the other words, reading can make the readers know the meaning of what the writer writes.

In learning reading skill, students have to realize that the aim of learning this skill is to enable them to comprehend reading texts in their effort in order to enrich their knowledge. Comprehending the message is the primary purpose of reading. A good reader easily identifies which parts are important and which ones are not, on the other hand, a bad reader cannot recognize the differences between key ideas and complementary ideas. Therefore, reading comprehension is not a problem to some people, but it is a real problem to students. It is implied that reading is not simple as people think.

¹William Grabe. *Reading A second Language: Moving from the theory to practice*. New York:Cambridge University press. 2009. P.14

Reading is a visual process vision, is symbolic process of seeing an item or symbol and translating it into an idea or image². In addition, reading is the ability to receive some information, to get pleasure, main idea, and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, etc. So, everybody can improve their knowledge and get pleasure³. It means that when we are reading, we can receive much knowledge or information from the text.

School Based Curriculum (KTSP) provides reading as one of the skills in mastering English that must be taught and learned in Senior High School. SMAN 1 Tanah Putih in Rohil regency is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMAN 1 Tanah Putih, reading has been taught since first grade of English teaching period. It is taught twice a week with duration 45 minutes for one lesson. The passing score of English course is 70 but in fact some of the students cannot pass the score.

According to syllabus of SMAN 1 Tanah Putih at the first grade, the basic competence of reading refers to ability of students to comprehend the meaning of short functional text that uses written form accurately, fluently, and contextually

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

³Marianne Celce Murcia. *Teaching English As a Second or Foreign Language*, Boston:Heinle&Heinle. 2001.p.187.

in the form of text and essay such as recount, narrative, descriptive, and procedure text.⁴

According to Harmer, generally, there are three stages in language teaching, a lesson divided into three stages:

- a. Presentation stage, the introduction of new items, where their meanings are explained, demonstrated and other necessary information is given.
- b. Practice stage (also repetition stage) new items are practiced either individually or in groups. Practice activities usually move from controlled to less controlled practice.
- c. Production stage (also transfer stage, free practice) students use the new items more freely, with less little control by the teacher⁵.

Harmer also states that the procedure is most often referred as PPP, which stands for presentation, practice and production. This grew out of structural-situational teaching whose main departure from Audiolingualism was to place the language in clear situational context. In this procedure, the teacher introduces a situation which contextualizes the language to be taught. The language too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, (where the students repeat a

⁴Tim Kurikulum SMA N 1 Tanah Putih, Rohil. *Syllabus bahasa Inggris SMA N 1 Tanah Putih 2011/2012*. Unpublished .2011.P. 6

⁵Jeremy Harmer, *The Practice of Language Teaching, four Edition*. Cambridge UK:Pearson Longman 2007. P.64

word, phrase or sentence all together with the teacher), individual repetition. Later, the students use the new language, make sentences of their own and this is referred to as production.⁶ In the other words, the students do not practice with the teacher but they can practice individually by using the teaching stages.

Based on the writer's preliminary observation at SMAN 1 Tanah Putih, reading had been taught by using conventional strategy. The teacher has taught reading through the types of text available in the students' textbook. In teaching narrative text, the teacher introduces the material to the students and gave an example and students were given a text, to analyze the important point from main points of the text and explain it clearly. Ideally the students of SMAN 1 Tanah Putih are able to read. But, in fact, the teacher found many students who still do not understand and get difficulties in reading. The problem can be seen from the phenomena as follows:

1. Some of the students are not able to identify main idea of the text.
2. Some of the students are not able to identify supporting details in narrative text.
3. Some of the students do not know how to determine the generic structure of the narrative text such as orientation, complication and resolution.

⁶Ibid P.64

4. Some of the students are not able to identify pronominal reference on narrative text.
5. Some of the students are not able to make inference of the text.

According to phenomena above, it was clear that some of the first grade students of SMAN 1 Tanah Putih still have some difficulties in reading comprehension on narrative text. There is a method that might help the students in reading comprehension called Task-based learning. Task-based learning makes the performance of meaningful task central to the learning process. It is great for introducing a text that you will study in depth through intensive reading.⁷ In the other words, this method can improve students reading comprehension or intensive reading.

Based on the explanation of some problems above, the writer is interested in conducting a research entitled : **”The Effect of Using Task-Based Learning Method toward Reading Comprehension on Narrative Text of the First Grade Students at SMAN 1 Tanah Putih Rohil Regency”**.

⁷Ibid P.71

B. The Problems of The Research

1. The Identification of the Problems

Based on the background and phenomena of the reading comprehension of the first grade students at state Senior High School 1 Tanah Putih Rohil regency, there are many problems that make the students difficult in reading text. The problems of this research are identified as follows:

1. Why are some of the students not able to identify main idea of narrative text?
2. Why do some of the students not able to identify supporting details in narrative text?
3. Why are some of the students not know how to determine the generic structures of the narrative text such as orientation, complication and resolution?
4. Why are some of the students not able to identify pronominal reference in narrative text?
5. Why are some of the students not able to make inference of narrative text?

2. The Limitation of the Problems

Based on the identification of the problems above, it will be sincerely better for the writer to limit the problem in order to pay more attention to specific problems. This research focuses on the using of Task based Learning method and reading comprehension on narrative text.

3. The Formulation of the Problems

Based on the limitation of the problems above, the problems of the research can be stated as follows:

1. How is the students' reading comprehension on narrative text without using Task Based Learning method of the first grade at SMAN 1 Tanah Putih?
2. How is the students' reading comprehension on narrative text by using Task Based Learning method of the first grade at SMAN 1 Tanah Putih Rohil regency?
3. Is there any significant effect of using Task based learning method in students' reading comprehension on narrative text of the first grade at SMAN 1 Tanah Putih Rohil regency?

C. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension on narrative text without using Task Based Learning method of the first grade at SMAN 1 Tanah Putih.
- b. To find out the students' reading comprehension on narrative text by using Task Based Learning method of the first grade at SMAN 1 Tanah Putih Rohil regency.

- c. To find out the significant effect of using Task-based learning method toward reading comprehension on narrative text of the first grade students at SMAN 1 Tanah Putih.

2. The Need of the Research

- a. This research could give contribution to the English teachers in improving their students' reading comprehension on narrative text.
- b. To give the readers information about Task-based learning method in 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. The Reasons of Choosing the Title

There are some reasons why the writer chooses the title as follows:

- 1. To determine the effect of using Task Based learning method toward reading comprehension on narrative text of the first grade students at SMAN 1 Tanah Putih.
- 2. As far as the writer is concerned, this research title has never been investigated by any researchers.

E. Definition of the Term

In order to avoid miss understanding in comprehending this writing, the writer explains some terminologies used. They are follows:

1. Task-based learning makes the performance of meaningful tasks central to the learning process. It is informed by belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms.⁸
2. Method is a practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of the teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Methods include various procedures and technique as part of their standard.⁹
3. Reading comprehension is a multi component, highly complex process that involves many interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text).¹⁰ In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.
4. Narrative text is to amuse or entertain the readers with actual or imaginative experiences in different ways.¹¹

⁸ Ibid p.71

⁹ Ibid p. 62

¹⁰ Klinger, Sharon voughn *Teaching Reading Comprehension to students with Learning Difficulties*, New York: The GHuilford Press,2007, p.8

¹¹ Sudarwati, et al. *Look Ahead an English course*. Jakarta:Erlangga. P.74