

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is the important thing in language skills. The importance of reading becomes an aspect that should be considered among language skills. In finding the information out of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of vocabulary based on the context, in both literal and implied meaning. Besides, a good reading comprehension will show the reader's reading ability. Therefore, a good comprehension is necessary to comprehend meaning what the writer writes.

Reading is an active process to connect the text and readers' knowledge to build the meaning. In accordance with the idea stated above, Gardner and MacIntyre says that reading comprehension is "the ability to convert written language into forms near those used in either inner thought or dialogue,"¹ Moreover, Nunan states that "reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning."² Tankersley supports that "reading comprehension is the

¹ Gardner and MacIntyre. *An Instrumental Motivation in Language Study: Who Says It Isn't Effective? In Second Language Acquisition*. Cambridge University Press. 1978 p. 68

² David Nunan. *Practical English Teaching*. Singapore: Mc Graw Hill. 2003 p. 68

process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”³

There are some factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.⁴ In this case, knowledge of text structure is very important thing of comprehension, because the better knowledge of text structure is the better comprehension will be. The students also require to combine their knowledge of text structure when they are reading in order that they are easy to comprehend the text.

According to Meyer, as cited in Emily Kissner, text structure refers to the internal organization of a text. As authors write a text to communicate an idea, they will use a structure that goes along with the idea.⁵ On the other hand, text structure refers to the semantic and syntactic organizational arrangements used to present written information.⁶ In this school, text structure is taught in some construction texts.

In order to accomplish students’ need toward reading comprehension, School Based Curriculum (KTSP) prescribes reading comprehension as one of the English materials that must be taught and learned in junior high school. SMP N 17 Pekanbaru is one of the junior high schools in Pekanbaru applying this curriculum in its teaching and learning process. It is located at Jl.

³ Tankersley, Karen. *”Literacy Strategies for grades 4-12: Reinforcing the Threads of Reading”*. USA: Association for Supervision and Curriculum Development. 2003 p. 108

⁴ Jean Wallace Gillet et al, *”Understanding reading Problems”*, Harper Collins Publisher. 1994 p 56

⁵ Emily Kissner. (2010) Online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

⁶ Literacy Matters, (2010) online resource: [http// www.litercymatters.org.htm](http://www.litercymatters.org.htm)

Pembangunan No. 57 B, Sukajadi, Pekanbaru. English is taught twice a week and every meeting consists of 80 minutes. It does not have special subject of reading comprehension at each meeting but the teacher teaches all components at once. Therefore, the teacher should be able to manage his time efficiently.

Based on the curriculum, English is a tool of communication through oral and written form. The ability of using English as communication means is to get fluency for four language skills: listening, speaking, reading, and writing. In SMP N 17 Pekanbaru, the passing score of English subject is 65 and the basic competence stated in the syllabus of this school for the second grade is that students are able to comprehend the information of genre of texts, such as narrative, recount, and descriptive”⁷. In as much as content information is differentially organized into distinct text types, Text structure knowledge heavily contributes to comprehension.⁸ As students read, their understanding of the structure of the text facilitates their comprehension.

This research, the writer focuses only on narrative text. In reality, there are most of the students who have difficulties in comprehending the reading narrative text. They do not understand well about what they read although they have been taught by their English teacher. It can be seen that some of the students still have difficulty in identifying main ideas, inferences, meaning, references, and retelling the narrative text.

⁷ Marlina. “*Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP N 17 Pekanbaru 2013-2014*”. Pekanbaru: Unpublished. 2013

⁸ Keiko Koda, *Insights into Second Language Reading; A Cross-Linguistic Approach*. New York: Cambridge University Press. 2004. p.259

Based on the phenomena above, the writer is interested in conducting a research entitled: **“The Contribution of Knowledge of Text Structure towards Reading Comprehension in Narrative Text of the Second Grade Students at State Junior High School Pekanbaru.**

B. The Problems

The problems of the research are obtained through the observation carried out at the field to identify the problem encountered by students.

1. Identification of Problem

Based on the writer's preliminary observation and teaching practice at the second grade students at State Junior High School 17 Pekanbaru. that there are most students who still have problem in overcoming their reading comprehension. It can be seen from phenomena as follows:

- a) The students do not understand what they read.
- b) The students are not able to identify main ideas in narrative text.
- c) The students are not able to identify inferences, references, meanings in narrative text.
- d) The students are not able to retell the reading narrative text.

2. Limitation of the Problem

Based on the identification of the problems above, there are some problems in the school. In this research, the writer only focuses on the contribution of knowledge of text structure refers to generic structure of

narrative text, toward reading comprehension in narrative text of the second grade students at State Junior High School 17 Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problem, the writer formulated the research questions as follows :

- a) How is the students' knowledge of text sturcture of the second grade at State Junior High School 17 Pekanbaru?
- b) How is the students' reading comprehension in narrative text of the second grade at State Junior High School 17 Pekanbaru?
- c) Is there a significant contribution of knowledge of text structure to reading comprehension in narrative text?

C. Objectives and Significance of the Research

1. The Objectives of the Research

- a) To find out the information about the students' knowledge of text structure
- b) To find out the information about the students' reading comprehension
- c) To find out the significant contribution between students' knowledge of text structure and reading comprehension.

2. The significances of the research

Related to the objectives of the research above, the significances of the research are as follows:

- a) This research finding is also expected to give the positive contribution or explanation to the second grade students at state junior high school 17 Pekanbaru and the teachers of English as determiners of their learning success.
- b) This research finding is also expected to be the practices and theories in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned in the world of language teaching and learning in general.

D. The Definition of Terms

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

- a. Contribution

Contribution is a measure of the relationship between two sets of data in the research; it is a way to find out the contribution of students' knowledge of text structure and reading comprehension in narrative text.

- b. Knowledge of Text Structure

Knowledge of text structure is understanding of the structure of the text facilitates their comprehension. Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story. Around this organizational structure

may be built several story episodes comprising characters, setting, problem, goal, actions, and resolution/solution.⁹

c. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ It consists of three elements: the reader, the text, and the activity or purpose for reading.

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and think about all of the information until it is understood. Related to the basic competence stated in the syllabus of this school for the second grade is that students are able to comprehend the information of genre of texts, such as narrative, recount, and descriptive

⁹ Angela Carrasquillo, et.al, *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*. Clevedon: Multilingual Matters Ltd. 2004. P.74

¹⁰Catherine Snow, *Reading for Understanding: Toward and R&D Program in Reading Comprehension* (Arlington: Rand Reading Study Group, 2002). pp. xiii

