

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the subjects taught in the schools of education. It is a foreign language that makes it difficult for students to master. In addition, there are four skills involved in English that should be mastered by students. They are: listening, speaking, reading, and writing.

As one of the language skills that should be mastered by students, reading is a basic tool which plays an important role for students to get a success. Hirai, et al state that the more students read, the better they get at it; the better they get at it, the more they like it; and the more they like it, the more they do it and the more they read, the more they know; and the more they know, the smarter they grow.¹ Therefore, reading is a very crucial skill in educational field for students' knowledge. On the contrary, students might face difficulties in finding the information from what they read without reading skill.

Reading is one of the activities done by English learners. It is an action of making meaning or comprehending. It is the ability to make sense of written or printed symbols. The reader uses the symbol to get the author's message in the text. Symbol here means the letters of Alphabet.

¹ Debra L. Cook Hirai, et al, *Academic language/Literacy Strategies for Adolescents* (New York: Rutledge, 2010), p.75.

According to Hasibuan and Fauzan, reading is an activity with a purpose.² Students can get many things by reading based on the purposes. They do not focus on one purpose only. Harmer states that reading is useful for other purpose too: any exposure that makes students understand it and it is a good thing for language students.³ Students do reading for some different purposes; a student may read to prepare for class lecturer, make a note for a discussion, review for an examination and so forth. In reading for language learning, students can improve their vocabularies. The lack of vocabulary will raise the problems for readers that make them difficult in understanding reading text.

The importance of reading is stated in the Holy Qur'an Surah Al-'Alaq 1-5:. The surah can be seen in the following bellow.



*“Read! In the Name of your Lord Who created. He has created man from a clot. Read! And your Lord is the Most Generous. Who has taught by the pen. He has taught man that which he knew not”.*⁴

² Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114.

³ Jeremy Harmer, *How To Teach English: An Introduction to The Practice Of English Language Teaching* (Longman, 1998), p. 68.

⁴Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of the Meaning of the Noble Qur'an in the English Language*, (Riyadh, Saudi Arabiyah: Darussalam,1996), p.902.

This was the first chapter to be revealed to the Messenger of Allah (SAW). This verse shows reading is very important for all people. It explains about how reading can be a first step of teaching learning process. Reading in Islamic perspective is not only dealing with the understanding, but also interpreting and extracting. The information from the text that relates it to the real phenomenon readers have.⁵ Reading can help a person understand and learn something that is known. A person may obtain information from others.

In addition, reading can be seen as an “interactive” process between a reader and a text, resulting comprehension.⁶ In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used.⁷ It means that in the process of reading, there is an interactive process where the readers got the information from what they have already read and this is called reading comprehension.

Based on the School-Based Curriculum (KTSP), the second year students of Senior high school are required to be able to comprehend the meaning of short text and simple essay in the form of report, narrative, analytical exposition, hortatory exposition and spoof text in daily life which is useful for communicative purposes.⁸

⁵ M. Quraish Shihab, *Wawasan Al-qur'an*, (Bandung: Mizan, 2003), p.5

⁶ Ibid, p.115

⁷ Hesham Suleiman Alyousef, “*Teaching Reading Comprehension to Eel/Efl Learners*”, *The Reading Matrix*, Vol. 5, No. 2(2005), p.144.

⁸ Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah* (Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2006). p. 17

Miftahul Huda Islamic Senior high school is located in Tembilahan City Indragiri Hilir District. In this school English is taught as a compulsory subject with time allocation four-class periods a week. This school uses School-Based Curriculum (KTSP) in teaching learning English process with minimal passing grade 70. According to the English teacher, for reading session the teacher usually uses the reading aloud strategy; asks the students to read and translate the text, find the difficult words and answer the questions based on the reading passage. Since the teacher has tried to teach as well as possible, and the students have learned it since elementary schools, the students should ideally be able to comprehend the reading text well.

However, some of the students can neither define the main idea of the paragraph, nor answer the questions based on the text, they have less vocabulary. As a result, most of the students are still unable to comprehend the reading text well. In other words, almost all of the students cannot fulfill the minimum criteria of passing grade decided by Miftahul Huda Islamic Senior High School Tembilahan. It means most of students' scores are bellow 70.

Based on the writer's observation and interview with the English teacher at Miftahul Huda Islamic Senior High School Tembilahan, the writer found the following problems:

1. Some of the students are not able to find the main idea of a text.
2. Some of the students are not able to identify the generic structure of narrative text.

3. Some of the students are not able to analyze the meanings of certain words in narrative text.
4. Some of the students are not able to identify references of the certain words in a text.
5. Some of the students still have problems in finding factual information from the text

Sometimes, the students stop reading when they find some difficult words and they do not want to continue reading. This happens because of several causes; they are not interested in reading a text or they do not have background knowledge related to the text and the content of the text is difficult to be understood. Therefore, students are so lazy to read that makes it difficult for them to comprehend the text. Based on those conditions, the writer tries to solve the problem by offering one technique for teaching reading. It is called book club technique. The writer decided to apply this technique toward students' reading comprehension. It offers a mechanism to help students become actively engaged in discussion of instructor-designated books.⁹ A Book Club technique is a group of students who meet together and read the same book then discuss what they have already read. Book Club technique helps students become better readers by combining collaborative learning with student centered inquiry.¹⁰

⁹ Elizabeth F. Barkley , *Student Engagement Techniques a Handbook for College Faculty* (San Francisco: Jossey-Bass, 2010), p. 212.

¹⁰ Noveria Gillison, et al. *Book Clubs: Developing Autonomy in Engaging with Literature* (New York: District 75, 2004), p.5.

Regarding to the problems that writer explained above, the writer is interested in conducting a research entitled: **“The Effect of Using Book Club Technique Toward Students’ Reading Narrative Text Comprehension at Miftahul Huda Islamic Senior High School Tembilahan”**.

B. Definition of the Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. Book club technique is a group of people who meet together and read the same book then discuss what they have already read.¹¹ It is small group of students and it makes a reading narrative text more fun.
2. Reading comprehension is the result of reading.¹² It is about understanding written text. In this research, students comprehend a reading text if they can fulfill the minimum criteria of passing grade decided by the senior high school of Miftahul Huda Tembilahan. If students cannot fulfill the minimum criteria of passing grade, their comprehension of the reading text is said “unsatisfied”. In this school, the minimum criterion of passing grade is 70 for each skill; listening, speaking, reading and writing. Each skill is elaborated and become one passing grade for English subject. It means the passing grade of English subject is 70.

C. Problem

¹¹ Elizabeth F. Barkley, loc.cit.

¹² k12reader, “What is Reading Comprehension,” <http://www.k12reader.com/what-is-reading-comprehension/>. (Retrieved on 07 April 2013).

1. The Identification of the Problem

Based on the writer's observation and interview with the English teacher at the school, the writer found that most of the students still had a number of problems with their reading comprehension. The problems are identified as follows:

- a. Why are some of the students not able to find the main idea of a text?
- b. Why are some of the students not able to identify the generic structure of narrative text?
- c. Why are some of the students not able to analyze the certain meaning of the words in a text?
- d. Why are some of the students not able to identify the references within the text?
- e. What are the factors that make students unable to find out factual information from the text?

2. The Limitation of the Problem

Based on the identification of the problems above, the problems of the research is limited on the using of book club technique and students' reading narrative text comprehension at Miftahul Huda Islamic Senior High School Tembilahan.

3. Formulation of the problem

The problems are formulated as follows:

- a. How is the students' reading narrative text comprehension taught by using Book Club Technique at Miftahul Huda Islamic Senior High School Tembilahan?
- b. How is the students' reading narrative text comprehension taught without using Book Club Technique at Miftahul Huda Islamic Senior High School Tembilahan?
- c. Is there any significant effect of using Book Club Technique toward students' reading narrative text comprehension at Miftahul Huda Islamic Senior High School Tembilahan?

D. Reason of Choosing Title

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

1. Based on the problems found in observation, this technique is expected to solve the problems. For instance, most of the students are not interested in reading because the content is very difficult for them. Therefore, the writer also expects that English teachers choose interesting books or topics for the students so that they will be motivated and interested in reading activity.
2. This research might be very important to be carried out for its valuable contribution for both the researcher and the school English teachers, as an attempt to improve the students' comprehension in reading class.
3. The writer is able to conduct this research because the time, place, and finance are appropriate with her.
4. The title has not been researched yet by the other researchers.

E. The Objective and Significance of the Research

1. The Objectives of the Research

Based on the formulations above, the objectives of the research are:

- a. To find out reading narrative text comprehension of students taught by using Book Club Technique
- b. To find out reading narrative text comprehension of students taught without using Book Club Technique.
- c. To find out whether there is a significant effect of using book club technique toward students' reading narrative text comprehension.

2. The Significance of the Research

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

- a. To give information about the effect of using book club technique toward students' reading narrative text comprehension at Miftahul Huda Islamic Senior High School Tembilahan.
- b. To improve the students' reading comprehension by using Book Club Technique
- c. To fulfill one of the requirements for the researcher to complete her undergraduate degree program at the English Education Department

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