

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skills that people should have besides listening, speaking and writing. By reading, people can open any secret that is covered over the world. In educational world, the students have to read a lot of books because the proverb says that “books are windows of the world”. Reading has important role because the more the students read, the more information the students will get. Besides getting information, it also increases the students’ knowledge and improves their vocabularies. The students can learn to analyze new words that they do not know by reading the context of the entire sentences. Effective reading happens when they enjoy their reading and they also want to understand the text.

Reading is like an activity which contains purpose. Usually, the readers want to read because they are curious about something. They are led by their curiosity to find something that they want to know. Reading is an activity with a purpose.¹ It means that the purpose of the reading will be achieved not only when the reader comprehend the reading text well but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. There are some purposes of reading such as for pleasure, personal information, a specific topic in a book or

¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007),p.114

article and subject matter required for a class, etc. The readers read for many reasons but understanding is always a part of their purpose.

The importance of ability to read comprehensively of students at Senior High School 7 Pekanbaru is targeted to be able to read different kinds of the text types with good comprehension. Based on school based curriculum (KTSP) for the eleventh grades of senior high school, the standard competence of reading refers to capability of students in comprehending the meaning of short functional text and simple form of report, narrative, and analytical exposition essay in the context of daily life and to access knowledge.² In fact, in teaching and learning process of reading, there are some common problems especially for the students, such as they are hard to find the main idea, have lack the vocabularies and comprehend text problem.

In school based curriculum (KTSP), especially in reading term, there are some objectives that the teacher needs to give or convey to the students. Based on the writer's preliminary research, the students should be able to differentiate their variety of text with comprehension, but reading was taught by using conventional technique. The students were given reading materials and they answered the questions, then teacher asked them to collect their papers and the teachers gave the correct answers to them, so that reading comprehension needs to be achieved by the students because it is still far from the expectation of the curriculum. The minimum passing score for reading is 70.

² School-Based Curriculum, *Syllabus of the eleventh grade of SMA Negeri 7 Pekanbaru* (Pekanbaru: Unpublished Document, 2013)

The problems of the students can be seen in the following phenomena:

1. Some of the students do not pass the minimum score in reading comprehension.
2. Some of the students are not able to identify the main idea of the text.
3. Some of the students are not able to identify the generic structure in narrative text.
4. Some of the students are not able to answer the questions in reading text correctly.

Based on the phenomena, the writer wants to take a new strategy to improve students' comprehension in reading text. To provide a solution of these problems, the writer proposes what is called 10 most important words.

The 10 Most Important Words is designed to help students become aware of the value of key concepts in building content knowledge. This strategy develops an understanding of the importance of prior knowledge and helps students to see the connection among various topics within a content area. It can be used to read a specific selection during the launching phase of a unit; it can also be used at the conclusion for evaluation or reflection.³ This strategy is very useful in order to comprehend the content of a text in reading activity.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting a research entitled: **“The Effect of Using 10 Most Important Words Strategy on Students’ Reading Comprehension in Narrative Text at Senior High School 7 Pekanbaru”**.

³ R. H. Yopp and Yopp. *Ten Important Words Plus: A Strategy for Building Word Knowledge*. (International reading Association, 2007).p158

B. The Problem

1. The Identification of the Problem

Based on the background of the problem mentioned before and supported by phenomena, it is clear that there are many students who have many problems in reading, so that, the writer identified the problem such as: some of the students get low score in term in their reading comprehension, some of the students disable to identify the main idea of the text, some of the students are not able to identify the generic structure in narrative text and some of the students are not able to answer the questions in reading text correctly.

2. The Limitation of the Problems

In teaching and learning process of reading, there are some common problems especially for the students; they are hard to find the main idea, have lack of the vocabularies and comprehend text. Based on the identification of the problems stated above, the problems of the research is focused on using 10 most important words strategy and reading comprehension in narrative text of the eleventh grades at Senior High School 7 Pekanbaru.

3. The Formulation of the Problems

The problems of this research can be formulated in these following questions:

- a. How is students' reading comprehension in narrative text taught by using 10 most important words strategy at Senior High School 7 Pekanbaru?
- b. How is students' reading comprehension in narrative text taught without using 10 most important words strategy at Senior High School 7 Pekanbaru?
- c. Is there any significant effect of using 10 most important words strategy on students' reading comprehension at Senior High School 7 Pekanbaru?

C. The Reasons for Choosing the Title

The reason why the writer is interested in carrying out a research on the title above, are based on several consideration:

1. This title of this research is relevant to the writer's educational background as a student of English Education Department who has obligation in developing English learning and teaching.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting the research.

D. The Objectives and the Significance of the Research

1. The Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information about the students in reading comprehension taught by using 10 most important words strategy at Senior High School 7 Pekanbaru.
- b. To find out the information about the students in reading comprehension taught without using 10 most important words strategy at Senior High School 7 Pekanbaru.
- c. To find out if there is significant effect of using 10 most important words strategy on students' reading comprehension in narrative text at Senior High School 7 Pekanbaru.

2. The Significance of the Research

- a. This research finding is hopefully contributing the writer as novice researcher in term of learning research.
- b. This research finding is also expected to give contribution in teaching and learning English, especially in reading comprehension of eleventh grades students at SMA 7 Pekanbaru.
- c. This research finding is also expected to be practiced in order to develop the theories in teaching and learning English as a Foreign Language and those who are concerned in the world of language teaching in general.

E. The Definition of Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1. Effect

Effect means, identifying the strength of the conclusions about group differences or about the relationship among variables in quantitative study.⁴ The effect here means, referring to the implications of two the different variables in writer's experiment (quasi-experimental research) between two variables (X and Y).

2. 10 Most Important Words

10 most important words is a strategy to develop students' prior knowledge and helps students to see the connection among various words within a content area.

3. Strategy

Learning strategies are steps taken by students to enhance their own learning. Strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for

⁴ John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition*. (New Jersey: Pearson Education, 2008),p.639.

developing communicative competence.⁵ In this study, strategy deals with the way used by the students to comprehend reading text.

4. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁶ Therefore, reading comprehension means understanding what has been read. Comprehension means such a high level of understanding something. In this research, reading comprehension is ability to comprehend English text, especially narrative text.

5. Narrative Text

Narrative text tells about what is happening or what has happened. A narrative text gives an account of one or more experiences. The purpose of this text is to amuse or entertain the readers with actual or imaginary experiences in different ways.

⁵ Rebecca L. Oxfod. *Language Learning Strateies: What Every Teacher Should Know*. (New York: Newburry House Publishers, 1990).p.1

⁶ Chaterine Snow. *Reading for Understanding toward an Research and Development Program in reading Comprehension*. (Santa Monica:RAND, 2002).p.11