

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the basic skills acquired during language course. Reading is also one of the common ways to get information and knowledge from written form. According to Richards, “reading is perceiving a written text in order to understand its contents.”¹ Reading is very important for people, especially for students. It is the only way to know the content of the printed matters. By reading, students can spend their time in good way generally, and reading aims on acquiring information.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon also pointed out that reading is making meaning from print and visual information.² Furthermore, Linse said that reading is a set of skills that involves making sense and deriving meaning from the printed word.

In order to read, a reader must be able to decode (sound out) the printed words and also comprehend what she or he reads.³ That is why deep comprehension of a reading material is the main goal for a reader to gain in reading process. In conclusion, knowing the content of a reading material is

¹Jack Richards C. et al, *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education, 2002), p.305

² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

³Caroline T. Linse, *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, 2005), p. 69

a very crucial point for a reader in having a reading activity because reading without comprehension is useless.

Reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.⁴ Furthermore, reading comprehension is also the center of reading.⁵ That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students can master in a particular competency.⁶ According to Depdiknas in Hakim, School Based Curriculum has several characteristics. They are as follows:⁷

1. Focus on the gain of students' competency in individual or classical form.
2. Focus on the learning outcome of the students

⁴Sharon Vaughn & Sylvia Linan-Thompson, *Research Based- Methods of Reading Instructions*. (Alexandria: Association of Supervision and Curriculum Development, 2004), p.98-99

⁵Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. (Alexandria: Association of Supervision and Curriculum Development, 2005), p.90

⁶Nursal Hakim., *Telaah Kurikulum Pendidikan*. (Pekanbaru: CedikiaInsani, 2010), p. 3

⁷*Ibid.*, p. 11

3. The teaching and learning process uses the various methods, techniques or strategies.
4. The learning resources not only the teacher, but the other resources that fulfill the educative element.
5. The evaluation focuses on the process and learning outcomes in the effort of mastering or reaching a competency.

In the other word, the School Based Curriculum involves the teacher in teaching and learning process just for a facilitator that might guide the students in achieving the competency. The students play a prominent role in teaching and learning process. This characteristic matches the characteristic of Communicative Language Teaching or CLT. According to Parrish in Kalayo and Ansyari, the CLT is a kind of approach of teaching that makes foreign language teaching responsive to the communicative, in workplace and in international organization.⁸ The students then in teaching and learning process are invited to be more active and develop integrated skill of English learning.

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Both of Junior and Senior High School level has their competences to gain. At

⁸Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*.(Pekanbaru: Alaf Riau Graha UNRI Press,2007), p. 38

Junior High School, the standard competence in reading skill is to read the text out loud while in Senior High School, the standard competence is to understand the meaning of short essay of various genre. Therefore, the aim for teaching reading at Junior High School focuses on reading fluency and the focus of teaching reading at Senior High School is deeper comprehension. There are also some differences that include in Junior and Senior High in reading activity. For instance, some of genres of text are used in Senior High School but not at Junior High such as the Hortatory and Analytical Exposition. Then, the length of the text for Junior High School is shorter than for Senior High School.

Based on the writer's preliminary observation at State Islamic Senior High School Kuok, English subject has been taught since the first year of teaching period. In teaching reading, the teacher uses Three Phases Technique. The first activity, the teacher explained the narrative text and after that, the teacher asked students' knowledge about narrative text. At while-activity, the teacher asked the students read the narrative text individually and silently. After the students read the text, the teacher then asked the students the content of the story. At the last at post-activity, the students answer the questions based on the text given.

Based on the explanation above, ideally, the students of the eleventh grade at State Islamic Senior High School Kuok should be able to understand the text well. However, based on writer's preliminary research

to the students at State Islamic Senior High School Kuok-Kampar, the writer saw some phenomena such as some of the students were unable to comprehend the meaning of the text, and had difficulties analyzing the reading text. The writer also found some students of eleventh grade at State Islamic Senior High School Kuok-Kampar could be categorized into poor readers. Furthermore, based on their teachers' data about the results of daily review (Ulangan Harian/UH) in doing reading assessment, some of the students' score do not reach the minimum passing grade. The minimum passing grade at the school is 70. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students are unable to find out information of the text.
2. Some of the students are unable to identify the main idea of each paragraph in narrative text.
3. Some of the students are unable to identify generic structure of the text.
4. Some of the students are unable to find meaning of unfamiliar words in the text.
5. Some of the students are unable to answer the questions of the text well.

Based on the Dealing with the explanation above, the writer wants to find out significant difference of students' comprehension in reading

narrative text between those who are taught by using Written Conversation Strategy and those who are not taught of the eleventh grade at State Islamic Senior High School Kuok- Kampar. Thus, the writer carried out this research entitled: **The Effect of Using Written Conversation Strategy on Students' Comprehension in Reading Narrative Text at State Islamic Senior High School Kuok- Kampar**

B. The Problem

1. The Identification of the Problem

Based on the background of the problem mentioned above and supported by phenomena, it is obvious that there are many problems of students in reading comprehension. Thus, the writer identifies the problems as follows: Some of the students are unable to find information of the text, some of the students are unable to identify the main idea of each paragraph in narrative text, some of the students are unable to identify generic structure of the text, some of the students are unable to find meaning of unfamiliar words in the text, and some of the students are unable to answer the questions of the text well.

2. The Limitation of the Problem

In order to focus on the problem and to avoid misunderstanding, it is necessary to limit the problems of the research. Based on the syllabus of State Islamic Senior High School Kuok, the eleventh gradestudents learn about genres of texts namely narrative, report, spoof, analytical exposition,

and hortatory exposition. In this research, the writer limits the problem and focuses on Students' reading comprehension in narrative text at State Islamic Senior High School Kuok-Kampar.

3. The Formulation of the Problem

The Problem of this research can be formulated in following questions:

- a. How is students' comprehension in reading narrative text taught by using Written Conversation Strategy of the eleventh grade at State Islamic Senior High School Kuok-Kampar?
- b. How is students' comprehension in reading narrative text taught without using Written Conversation Strategy of the eleventh grade at State Islamic Senior High School Kuok-Kampar?
- c. Is there any significant difference of students' comprehension in reading narrative text between those who are taught by using Written Conversation Strategy and those who are not taught of the eleventh grade at State Islamic Senior High School Kuok-Kampar?

C. Reason for Choosing the Title

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

1. The problem of this research is very crucial to be investigated in a research because the use of technique in teaching English as a foreign language is required today.

2. The title of this research is relevant with the status of the writer as a student of the English Education Department.
3. The title of this research is not yet investigated by any other researchers.
4. The writer is able to investigate the research problems, especially in terms of time, energy, distance, and finance.

D. The Objectives and the Significance of the Research

1. The Objectives of the Research
 - a. To find out the information about the students' comprehension in reading narrative text taught by using Written Conversation strategy of the eleventh gradestudents at State Islamic Senior High School Kuok- Kampar
 - b. To find out the information about the students' comprehension in reading narrative text taught without using Written Conversation strategy of the eleventh gradestudents at State Islamic Senior High School Kuok - Kampar
 - c. To find out whether or not there is significant difference of students' comprehension in reading narrative text between those who are taught by using Written Conversation Strategy and those who are not taught of the eleventh grade at State Islamic Senior High School Kuok- Kampar

2. The Significance of the Research

- a. To assist the students in developing their reading comprehension by using Written Conversation Strategy.
- b. To give information to the teacher about Written Conversation Strategy in teaching reading comprehension.
- c. As the guidance for those who intend to conduct the same topics of investigation in the future.
- d. To accomplish the task as the last requirement of the study at Tarbiyah Faculty.

E. The Definition of The Term

1. Effect

Richards and Schmidt state that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁹In this research, the effect means the alteration of students' reading comprehension between students who were taught by using Written Conversation Strategy and those who were not taught by using Written Conversation Strategy of the eleventh gradestudents at State Islamic Senior High School Kuok- Kampar.

2. Written Conversation Strategy

Written Conversation strategy was developed by Bintz and Shelton. This strategy can be structured in a variety of ways to encourage

⁹Jack C. Richard and Richard , *Op. Cit.*,p. 175

idea and viewpoint exchange before, during, and after reading.¹⁰In this research, Written Conversation Strategy is a strategy used in order to find out its effect on students' comprehension in reading narrative text of the eleventh gradestudents at State Islamic Senior High School Kuok-Kampar.

3. Narrative Text

Narrative text is a kind of text to retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

4. Reading Comprehension

Reading comprehension is multi component, highly complex process that involves many interactions between readers 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 text types).¹¹ In this research, reading comprehension means students' comprehension in identifying factual information, main idea, reference, inference and meaning in narrative of the eleventh gradestudents at State Islamic Senior High School Kuok- Kampar

¹⁰Judy S. Richardson, Raymond F. Morgan and Charlene.E Fleener, *Reading to Learn in the Content Area.*(Canada: Nelson Education, Ltd, 2012), p. 232

¹¹Jannete K. Klinger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford, 2007), p. 8