

# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Reading is a receptive activity in order to acquire the information and understand what the writer writes from the book, magazine, newspaper, or internet. According to Nunan, reading is an interactive process between what readers already knew about topic or subject, and what writer writes.<sup>1</sup> Reading also as a simple process: readers recode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with every day spoken language.<sup>2</sup> It means that, when the readers read, they will be connected to the writer and automatically comprehend the book.

Brown says that, there are four important skills in English; listening, speaking, reading and writing.<sup>3</sup> It means that, reading has a fundamental role in English. All of them cannot be separated one another. The importance of reading also accepted by those who can read and as basic foundation to learn the other language skills. It can show the ideas of writer that have the theories or new knowledge. Through reading we can acquire the windows of the world. As a source of knowledge, reading the books can open our mind to know the secrets of the world.

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<sup>1</sup> D. Nunan. *Language Teaching Methodology*. New York London: Prentice Hall, 1991. p.33

<sup>2</sup> Ruth Scoenbach, et al. *Reading for Understanding: A guide to Improving Reading in Middle and High School Classrooms*. San Francisco: WestEd, 2000, p.17

<sup>3</sup> H. Douglas, Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents, 1994.p.217

The core of reading is comprehending and catching what the writer thesis. Comprehension helps her/him to interpret what the author says. The new information from the text both explicit and implicit facilitates that the reader learns about the content and compares it with his/her background knowledge to create meaning.

In order to accomplish students' needs in reading, school based curriculum (KTSP) provides reading as one of the language skills in English mastery that must be taught and learned in Junior High School. The purposes of teaching English are developing students' communicative competence in oral and written forms to achieve functional literacy, having awareness about the nature and importance of English in order to increase the competition of nations in global society, and even developing students' understanding about the relationship between culture and language.<sup>4</sup>

SMP N 17 Pekanbaru is one of the State Junior High Schools in Pekanbaru, which teaches English as a compulsory subject. English is taught for 2x40 minutes. Now days, this school also uses KTSP as the current curriculum. Based on the basic competence of reading in syllabus of SMPN 17 Pekanbaru, the students must be able to respond the meaning and rhetorical steps in a short essay simply, accurately, smoothly and acceptably related to the environment in the form of text recount and narrative. Regarding the statement, it indicates that, reading needs many

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<sup>4</sup> Badan Standar Nasional Pendidikan. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah; Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: 2006, p. 278

aspects that have to be mastered by students. It means that, if students are not able to master those aspects needed in reading, learning reading cannot run properly.

Based on the researcher's preliminary study at State Junior High school 17 Pekanbaru, the writer found that some of the students still faced some problems and difficulties in learning English, especially in reading comprehension. Ideally the students in the school were able to comprehend the texts and determine kinds of the text, but in reality the students still found some problems happening in reading several texts, especially in reading narrative text. Some students were difficult to comprehend the text and often re-read the text until they understood, so that they spent much time. Some of them also could not answer the questions from the text correctly because they could not find the clue from the text. It can be seen from the following phenomena:

1. Some of the students are not able to identify the main idea of the text.
2. Some of the students are not able to recognize the generic structure of the text.
3. The students cannot catch the explicit information from the text.
4. Some of students are not able to catch the moral value from the text.

5. Some of students are not able to answer the question based on the text.

Based on the explanation above, the problems might be caused by implementing inappropriate teaching strategy. Based on the teachers data about the result of daily review in doing reading assessment, some of students' score didn't reach the minimum passing grade of English subject at this school, it is 70. It can be seen in Appendix 4.

In improving a reading comprehension, there must be an appropriate strategy that has to be used by the teacher in classroom. Actually, there is a teaching strategy that can be used by the teacher to increase students reading comprehension. Underwood offers a strategy in teaching reading called Body Biography.

This strategy is a lot of fun for teachers and students at all of the ages to use their creativity to develop a body biography of a significant person in a history.<sup>5</sup> In this case, this strategy was designed to give students the opportunity to study an individual or group of individuals for the purpose of understanding point of view.<sup>6</sup>

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<sup>5</sup> Jennifer L, Altieri. *Content Counts: Developing Dicipinary Literacy Skills, K-6*. Newark, DE: International Reading Association, Inc. 2011. p. 199

<sup>6</sup> Judy Tilton, Bunner. *Now I Get It! Differentiate, Engage, and Read for Deeper Meaning*. United Stated: Rowman and Littlefield Education. 2012.p. 64

Based on the indication of the problem above, thus, the writer carried out this research entitled “**TEACHING ENGLISH BY USING BODY BIOGRAPHY STRATEGY ON THE STUDENTS COMPREHENSION IN READING NARRATIVE TEXT AT SMP N 17 PEKANBARU**“.

## **B. Definition of the Term**

There are many terms involved in this research, thus to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

### **1. Use**

Use is closely related to performance, can be studied by the analysis of specimen of authentic language by experiment of various kind<sup>7</sup>. In this research, the use means having the experiment of Body Biography strategy to bring the intended result in teaching learning process especially on reading comprehension

### **2. Strategy**

Strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planned designs or controlling and manipulating certain

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<sup>7</sup> Jack C. Ricahrd. *Longman Dictionary of Language Teaching and Applied Linguistics*. UK: Longman Group, 1992.p.394

information.<sup>8</sup> It means that, strategy deals with the way that the students use to comprehend reading text.

### **3. Body Biography**

Body Biography is multimedia creation about a person by analyzing the character of the books.<sup>9</sup> It was designed to give students the opportunity to study in individual or group for the purpose of understanding point of view.<sup>10</sup> It means that, body biography is a strategy to make students understand more about the text based on the character of the story.

### **4. Reading Comprehension**

Reading comprehension is a multicomponent, 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).<sup>11</sup> In this research, reading comprehension is the ability of eight grades students to comprehend the text.

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<sup>8</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. San Francisco: State University: Longman, 2000. p. 11

<sup>9</sup> Jennifer. Opcit. p. 199

<sup>10</sup>Judy Tilton, Bunner. Opcit.p. 64

<sup>11</sup>Janette K. Linger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. 2007. p.8

## **C. Problems**

### **1. Identification of The Problem**

According to the background of the problems and several symptoms, the writer has found. The writer identifies the problems as follows:

1. How is students' ability in identifying the main idea of the text?
2. How is the students' vocabulary mastery?
3. How is the students' ability in recognizing the generic structure of the text?
4. Why are some of the students unable to catch the explicit information from the text?
5. How is students' ability in answering the text?

### **2. Limitation of The Problem**

Based on the identification of the problem stated above, the writer needs to limit and focus the problems of this research on the eight grades students' reading comprehension in narrative text at SMPN 17 Pekanbaru.

### **3. Formulation of The Problem**

According to the limitation of the problems, the writer formulate the problems as follows:

1. How is students' reading comprehension in narrative text taught by using Body Biography of the second year at SMPN 17 Pekanbaru?
2. How is students' reading comprehension in narrative text taught without using Body Biography of the second year at SMPN 17 Pekanbaru?
3. Is there any significant difference of using Body Biography toward students reading comprehension in narrative text of second year at SMPN 17 Pekanbaru?

#### **D. Objective and Significance of The Research**

##### **1. Objectives of The Research**

1. To find out about students' reading comprehension in narrative text taught by using Body Biography
2. To find out about students' reading comprehension in narrative text taught without using Body Biography
3. To find out the difference of using Body Biography on students' reading comprehension in narrative text

##### **2. Significance of the Research**

1. Hopefully this research is able to contribute a benefit to the writer as a novice researcher especially in learning how to conduct a research
2. These research findings are also hopefully useful and valuable especially for students and the teachers of English of the second year at

State Junior High School 17 Pekanbaru to be consideration in their teaching and learning process in the future

3. Besides, these research findings are also expected to be positive information especially for those who are concerned in the world of teaching and learning English as a foreign language or second language and those who are concerned with the world of language teaching in general
4. Finally, these research question are also expected to be the practical and theoretical information to the development of the theories in language teaching