

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the receptive skills. The importance of reading becomes an aspect that should be considered among language skills. To acquire the information of reading text, the reader should have good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether explicitly or implicitly stated. Besides, a good comprehension is necessary to comprehend meaning what the writer writes.

Reading is an important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to enlarge the mind and understanding of the foreign culture.¹

Reading is taught in the school as the one of language skills that must be learned by the students. To improve students skills in learning foreign language, the curriculum had been determined the time allocation for reading. One of the schools that follow the curriculum is State Junior High School 2 Pasir Penyu Indragiri Hulu Regency. Reading is taught twice a week with duration of time 80 minutes for one meeting, according to School Based Curriculum. It means that they have to learn English for 160 minutes in a week. For reading at eight grade students of junior level school, the competency standard is to understand the

¹ M. F. Patel and Praveen M. Jain. 2008. *English Language Teaching "Methods, tools, and Technique"* Jaipur: Sunrise. Pg.114

meaning of short functional essay of recount and narrative texts in content daily life and to access knowledge.² There are some texts for Junior High School that should be taught by the teacher. They are procedure text, descriptive text, recount text, report text, and narrative text. In this research, the writer only focuses on comprehending the narrative text.

To implement the curriculum, the English teacher of State Junior High School 2 Pasir Penyau used conventional method in teaching reading. During the activity, the teacher asked the students to read the text and found out the meaning of difficult words, and then answered the questions according to the text. By implementing this strategy, students were expected to be able to understand an English text and answer the questions. In fact, the writer found that some of the students could not understand about the content of reading text, some of the students could not identify the detailed information of the text, some of the students could not identify the main idea of the text, some of the students could not identify the generic structure of the text, some of the students could not identify word references and word meaning of the text. They could not also answer the questions given after reading a text. Finally, they were not able to get Minimal Passing Grade (KKM) that is 70.

Based on the fact, the researcher found many problems faced by students especially in reading comprehension. It can be seen from the phenomena as follows:

² Syllabus for the Second Year of SMP N 2 Pasir Penyau

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 identify the meaning of vocabulary in the text.
3. Some of the students are not able to identify information from the text.
4. Some of the students are not able to identify the word reference in the text.
5. Some of the students are not able to identify the generic structure of the text.

To improve the students reading comprehension, the teacher needs to choose appropriate strategy helping them as solution for their problems. There are actually many methods and strategies that can be used by the teachers in teaching reading, one of them is Book Clubs Strategy. It is one of reading fiction strategies, it can help the students to do discussion like a club and convey the result of their discussion to the class. Teacher is also member of the clubs, because the teacher gives the guide to the students. Discussion is critical of guided reading, but the teachers also need to ensure that students have time to develop the ability to direct their own discussion.³ A Book Club is a group of people who are reading the same book and who meet together to discuss what they've read. Book Clubs help students become stronger readers by combining collaborative learning with

³ Camille Blachowicz and Donna ogle. 2008. *Reading Comprehension: Strategies for Independent Learners*. New York: The Guilford Press. Pg. 58

student- centered inquiry.⁴ The whole purpose of Book clubs is for students to read and discuss with their peers. Literature circles are small, temporary discussion groups of students who select a work of literature that they will read and discuss together.

By combining cooperative learning with student-centered inquiry students take responsibility for their own learning. Ultimately they may take charge by selecting the book to be read, determining the pace of reading the book, preparing for and running their discussions, assessing their performance as individuals and as a group. The heterogeneous grouping of the Book Club permits students of slightly differing abilities to learn from each other and to work from their areas of strength. The teacher has an opportunity to observe the social and academic performance of the students as they engage with their Book Club activities.⁵

Based on the explanation above, the researcher is interested in carrying out a research entitled “The Effect of Using Book Clubs Strategy on Students comprehension in Reading Narrative Text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency ”

B. The Definition of Term

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

⁴ Catherine Mullaney, et al. *Book Clubs: Developing Autonomy in Engaging with Literature*. New York: District 75 Units of Study for Grades K-12. 2004. Pg.5

⁵ Ibid.

1. Effect

Effect is change somebody/something caused in somebody/something else, result.⁶ In this research, the effect means the influence of Book Clubs strategy on the students comprehension in reading narrative text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

2. Book Clubs Strategy

Book Clubs Strategy is a strategy that is used in group of people who are reading the same book and who meet together to discuss what they've read.⁷ In this research, Book Clubs is a strategy that is used for the class to improve students comprehension in reading at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

3. Reading Comprehension

Reading comprehension is a 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).⁸ In this research, reading comprehension is the skill that is taught by using Book Clubs Strategy at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

⁶ AS. Hornby. *Oxford: Learner's Pocket Dictionary Fourth Edition*. New York: Oxford University Press. 2008. Pg. 143

⁷ Mullaney, Catherine. et al. Loc.Cit. Pg.5

⁸ K. Klingner, Janette et al. *Teaching Reading Comprehension to students with learning Difficulties*. The Guilford Press. New York, London. 2007. Pg. 8

4. Narrative Text

Narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.⁹ In this research, narrative is a text taught to the students at State Junior High School 2 Pasir Penyu Indragiri Hulu Regency.

C. The Problems

1. Identification of the Problem

Based on the background and the phenomena above, the researcher finds out the problem that will be identified as follows:

1. Why do the students not know how to identify the main idea of the text?
2. Why do the students not have an ability to identify the meaning of vocabulary in the text?
3. Why do the students not have an ability to identify information from the text?
4. Why do the students not have an ability to identify the word reference in the text?
5. Why do the students not have an ability to identify the generic structure of the text?
6. Does Book Clubs strategy influence the students comprehension in reading at State Junior High School 2 Pasir Penyu Indragiri Hulu Regency?

⁹ Thomas S. Kane. *The Oxford Essential Guide to Writing*. New York: Barkley Books. 1988. Pg. 366

7. How is the students comprehension in reading after being taught by using Book Clubs strategy?

2. The Limitation of the Problem

Based on the identification of the problem above, there are a lot of problems involving this research. Students reading comprehension at State Junior High School 2 Pasir Penyau was still low where they still reached the score less than Minimum Passing Grade, 70. So, the researcher offered the strategy that is Book Clubs Strategy on students' comprehension in reading narrative text to increase students' reading comprehension.

3. The Formulation of the Problem

Based on background of the study, the researcher formulates the problems in the following questions:

1. How is the students comprehension in reading narrative text taught by using Book Clubs Strategy of the eight grade students at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency?
2. How is the students comprehension in reading narrative text without taught by using Book Clubs Strategy of the eight grade students at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency?
3. Is there any significant effect of using Book Clubs Strategy on students comprehension in reading narrative text of the eight grade students at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students comprehension in reading narrative text taught by using Book Clubs strategy of the eight grade students at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.
- b. To find out the students comprehension in reading narrative text taught without using Book Clubs strategy of the eight grade students at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.
- c. To find out the significant effect of using Book Clubs strategy on students comprehension in reading narrative text of the eight grade students at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

2. The Significance of the Research

The result of this research activity is significantly carried out the following needs, they are:

- a. To give a contribution to English teacher concerning with reading comprehension.
- b. To provide useful information for the readers in conducting such as a research.
- c. To beneficial findings in education.