

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is one of the activities that is done by English learners. It is one of the language skills which is important in our life because reading is a window of the world. We can explore the world by using reading. To support the idea, Patel and Jain states that “Reading is an active process which consists of recognition and comprehension skill”<sup>1</sup>. Therefore, reading is a complex skill. In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language<sup>2</sup>.

Reading, as one of the four important skills in learning language, is a cognitive stream of comprehension by which someone gets the meaning or understands the process of interaction with printed material. In this interacting process, one is undergoing information contained in the printed material. Reading not only assigns foreign language sounds to written words, but it also requires the comprehension of what is written. Comprehension here is meaningful interpretation of printed or written symbols or words that require a combination

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<sup>1</sup> Dr. M.F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique [Electronic Book]*. Jaipur: Sunrise Publishers and Distributors, 2008. p. 113

<sup>2</sup> Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension [Electronic Book]*. United State of America: RAND, 2002. p. 11

of word recognition, intellect, and emotion interrelated with prior knowledge. Word recognition means knowledge of vocabulary one should have in order to be able to understand the printed or written words of the target language. One who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials. As one of the English skills, reading has an important role like a domestic commodity that is consumed by everyone, especially literate society. Reminding the important existence of literate society, Patel states that “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success”<sup>3</sup>. Reading is very necessary to widen the mind and gain understanding and expanding knowledge of a language.

SMA Muhammadiyah 1 is one of the senior high schools in Pekanbaru, which has a minimum standard score of learning English Subjects (KKM) is 75. As formal school, this school also teaches English especially reading skill because it includes in School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP). It provides reading as one of the skill that must be taught and learned in senior high school. According to the syllabus of English lesson for the eleventh grade students of SMA Muhammadiyah 1 Pekanbaru, the basic competence of reading English refers to understanding

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<sup>3</sup> McNeil, J. 1992. *Reading comprehension New Direction for classroom practice 3<sup>rd</sup> Edn.* (New York: Harper Collins). p. 16.

functional text and expressing the information of genre of texts, such as monologue of narrative, report, and analytical exposition<sup>4</sup>.

Based on preliminary research at SMA Muhammadiyah 1 Pekanbaru, the teacher used question answer relationship strategy. This strategy used some questions to comprehend the text easily. Raphael states that this strategy is a way to help students realize that the answers they seek are related to the type of questions that are asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for<sup>5</sup>. However, it can help students comprehend the text. It is very absolutely expected to involve students actively in learning process by enabling them to get information from the text. Ideally, the students in SMA Muhammadiyah 1 Pekanbaru should be able to comprehend the text. But, contrary to the fact the teacher found many students have difficulties comprehending the text. Based on my preliminary observation and interview to the English teacher there; it was found that the students' reading comprehension was low. They are as follows:

1. Some of the students are not able to identify the idea in the Narrative text,
2. Some of the students are not able to identify the meaning of vocabulary in the Narrative text,

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<sup>4</sup> *Syllabus of SMA Muhammadiyah 1 Pekanbaru 2012-2013*. 2012. (Unpublished). p. 12

<sup>5</sup> Raphael, *Question and Relationship*, 19 July 2006, Retrieved on December 21 2012, URL for this page: <http://www.readingquest.org/strat/qar.html>

3. Some of the students are not able to identify the generic structure in the Narrative text,
4. Some of the students are not able to identify the purpose of the writer in the Narrative text,
5. Some of the students are not able to make proportional informational inference in the Narrative text,
6. Some of the students need much time to understand Narrative text.

Based on the symptoms above, the students still face some problems in reading comprehension that should be solved. Actually, there is a strategy that is appropriate to solve students' problem, called WARF strategy. This strategy is effective to apply and it is not used by the teacher yet. Therefore, the writer is interested in conducting the study entitled **“THE EFFECT OF USING WIDEN, AVOID, READ, AND FLEX (WARF) STRATEGY ON READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS AT SMA MUHAMMADIYAH 1 PEKANBARU”**

## **B. The Problem.**

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

Based on the background explained above, we can notice apparently that some of the students still have difficulties in learning English, especially in reading comprehension. To make this research clear, the writer is going to identify the problems as follows:

- a. How is students' reading comprehension in the text?
- b. Why do the students get difficulties in identifying main idea from the text?
- c. Why do the students get difficulties in making inference in the text?
- d. Why do the students get difficulties in identifying supporting ideas?
- e. Why do the students need much time in comprehending the text?
- f. Why do the students get difficulties in answering question from the text?
- g. What are the factors that make the students get difficulties in comprehending the text?
- h. Can WARF (Widen, Avoid, Read, and Flex) strategy influence students' reading comprehension?
- i. What are the passages that will be used in teaching reading?

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

Based on the identification of the problem above, the writer needs to limit the problem, The writer specifies the text that will be investigated for narrative text because the narrative text is a text which will be studied when the writer collects data. The problem of this research was focused on the effect of using WARF (Widen, Avoid, Read, and Flex) strategy on reading comprehension in narrative text of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.

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

- a. How is students' reading comprehension in narrative text which is taught by using WARF (Widen, Avoid, Read, and Flex) strategy of the eleventh grade students at SMA Muhammadiyah I Pekanbaru?
- b. How is students' reading comprehension of narrative text which is taught without by using WARF (Widen, Avoid, Read, and Flex) strategy of the eleventh grade students at SMA Muhammadiyah I Pekanbaru?
- c. Is there any significant difference of the students' reading comprehension which is taught by using WARF (Widen, Avoid, Read, and Flex) strategy of eleventh grade students at SMA Muhammadiyah 1 Pekanbaru and those who are not?

### **C. The Reason of Choosing the Title**

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

1. This research title has never been investigated by any researcher.
2. This topic is relevant to the writer as one of the students of English Education Department who will become the English teacher in the future.
3. The writer is very intrested in carrying out this research in order to know the difference of using WARF (Widen, Aavoid, Read, and Flex) strategy on reading comprehension of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.

### **D. The Objectives and Significance of the Research**

#### **1. The Objective of the Research**

- a. To identify the effect of using WARF (Widen, Avoid, Read, and Flex) strategy on reading comprehension of narrative text of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.
- b. To identify the effect of without using WARF (Widen, Avoid, Read, and Flex) strategy on reading comprehension in narrative text of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.
- c. To find out whether there is significant difference on students' reading comprehension in narrative text after being taught by using WARF (Widen, Avoid, Read, and Flex) strategy of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.

## 2. The Significance of the Research

- a. To give contributions to the teacher in teaching reading.
- b. By conducting this study, the writer hopes, it would be a guidance to improve students' reading comprehension.
- c. To enlarge and develop the writer's insight and knowledge.
- d. To be academic requirements to get undergraduate degree.

## E. The Definition of the Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. WARF (Widen, Avoid, Read, and Flex) are strategies for figuring out difficult words and understanding what is read.<sup>6</sup>
2. Reading Comprehension: According to Karen et. al in teaching reading comprehension with reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency.<sup>7</sup>
3. Strategy: Strategy is a specific method of approaching a problem or task, Modes of operation for achieving a particular end, planned designs or controlling and manipulating certain information.<sup>8</sup>

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<sup>6</sup> <http://www.slideshare.net/cs272/10-independent-learning-for-class>. Retrieved on January 22 2013.

<sup>7</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press, 2007. p.136.

<sup>8</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*. San Francisco state University: Longman, 2000. p. 113.

4. Narrative text: Langan states that Narrative is a storytelling that is related to a single story or several related ones.<sup>9</sup> Pardiyoно also says narrative is kind of text that tells a pas activity or even which shows the problematic experience and resolution.<sup>10</sup> So, narrative text is the text that tells a single or several story which has a problematic experience and resolution by amusing as it is purpose.

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<sup>9</sup> John Langan, *College Writing Skill with Readings*. New York: McGraw Hill. 2001. p. 195.

<sup>10</sup> Pardiyoно, *Pasti Bisa: Teaching Genre- Based Writing*. Yogyakarta: C.V Andi Offset, 2007. p. 94.