

# CHAPTER I

## INTRODUCTION

This part discusses background of study, research problem, objective of the research, significance of the study, theoretically, practically, key terms.

### A. Background of the Study

English is an international language that is used in communication, especially in the business world, one example is in the business of communication. Therefore, to enter into a business or economic activity is highly demanded to master the English language, especially for businesses whose activities related to companies in other countries. English is very important because it is the language of science. To excel in science is, you need to master the English language. By mastering the English language, you can teach and train your children's communication with the English language. So your child can know the English early. Many sources of learning from the book and media over the Internet using the English language. By mastering the English language, we can gain knowledge from various sources.

In learning English, study should learn skills such reading, speaking, listening, and writing. Based on the skills above, the writer will study about reading strategy in English teaching learning. Strategy is a term that comes from the Greek *strategia*, meaning "generalship.", Reading strategy is a plan developed by a reader to assist in comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text. In recent years, reading comprehension strategy instruction has come to the fore in reading instruction at all age and grade levels.

Strategy instruction is rooted in the work of David Pearson and his colleagues, who studied the processes of proficient readers, and then sought ways to teach these processes to struggling readers. While there is debate about the relative importance of different

strategies (or even if some should be deleted from or added to the list), most researchers and practitioners agree about a core set of seven strategies: *Activating background knowledge to make connections between new and known information*, *Questioning the text*, *Drawing inferences*, *Determining importance*, *Creating mental images*, *Repairing understanding when meaning breaks down*, *Synthesizing information*.<sup>1</sup>

Meanwhile reading is one of the complex ways in learning English or a process of decoding message in which the students need their own experience and knowledge. Students should have mastery on reading skill. Students will get information and idea this can enrich their vocabulary and ideas. The common way usually used by the teacher is reading short story whereas in fact there are other techniques that are more effective. Besides reading short story, there are some other activities of teaching reading. They are short story, puzzle advertisement, game, and completing sentences.

Reading is a very complex process. It requires a high level of muscular coordinate, sustained effort and concentration. But reading is more than just a visual task not only must reader see and identify the symbol in front of them but also they must interpret what they read in the light of his own background, associate with past experience and project beyond this in terms of idea, judgments, application, and conclusions.<sup>2</sup>

According to Carrell, reading is the most important skill in English learning.<sup>3</sup> Also, the reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is an indispensable skill for learners in the English as a Foreign Language (EFL) context, and foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive factors, social and cultural factors, and affective and

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<sup>1</sup> Brenda Power, *choiceliteracy.com.articles-detail-view*. (accessed on Monday, May 13<sup>th</sup>, 2013)

<sup>2</sup> Jonathan Anderson, *Efficient Reading; at a Practical*, Sydney: mc graw hill book company, 1983, p.5.

<sup>3</sup> P. L. Carrell, *The effects of rhetorical organization on ESL readers*. TESOL Quarterly, 18(3), 1984, p.441.

motivational factors. Strengthened reading skills enable EFL learners to make more progress and obtain greater development in all academic domains.<sup>4</sup>

As stated in activity I, the use of teaching methods should vary according to the age of the students because at particular methods. Activity I is concerned with teaching English to children and activity II is related to teaching English to teenagers. As a mentioned earlier, classifications of age levels may be arguable. Different people may have a different classifications of age levels and each category under a classification may have different range or ages. In this book teenager are classified as young adults whose age range between twelve and eighteen or so; they are of age transition; they are in between childhood and adult (Nunan, 1995:92). Since they are an age of transition from childhood to adult, some assumptions about teaching English to children apply to teaching them and to some extent assumptions about teaching adults may also work for this group.

The importance of reading in teaching process especially for the teacher to make easier the reader to know the contents of the paragraph. By reading the content of a text we are able to know the meaning of the paragraph. For example in national exam for students there are many questions using reading for the text and also in KTSP includes reading skill. So, it is very important to teach reading skill to the students.

Phonological and phonemic awareness, Word decoding and phonics, Vocabulary Fluency, Comprehension, and Other sources of reading difficulty.<sup>5</sup>

Man Model Palangka Raya has several uniqueness things such as the teachers have competences in their subjects, the school applies curriculum 2013 for teaching and learning process, this school is only in Palangka Raya of Central Kalimantan province, the

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<sup>4</sup>Yusheng Li and Chuang Wang, *An Empirical Study of Reading Self-efficacy and the Use of Reading Strategies in the Chinese EFL Context*, The Asian EFL Journal Quarterly June 2010 Volume 12, Issue 2 p.2  
<sup>5</sup><http://www.readingrockets.org/helping/target> (accessed on 14-Jan-14 09.33 pm)

students of this school are selected students, the school time starts from 07.00 am till 04.00 pm for each day, the total of teachers are 36 teachers and all of them are moslems.<sup>6</sup>

The writer chooses narrative text as the material for this research because the teachers in this school use narrative in teaching and learning process based on syllabus then definition of Narrative text is a text which contains about fantasy, fairy tales, or a true story that has been exaggerated. There is usually a moral to be learned at the end of the story.

Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances – as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's *Saint Ursula*), stained glass windows, cinema, comics, news item, conversation. Moreover, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is simply there, like life itself.<sup>7</sup> In MAN Model Palangka Raya, reading is one of the skill subjects that are learnt by student on the first, second and third year grade students.

In this study, the writer chooses narrative text as a students' genre problem in reading activity that needs to be improved. According to syllabus of MAN Model

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<sup>6</sup>[www.mammodel-palangka.raya.sch.id/html/guru/php1id=sylabus](http://www.mammodel-palangka.raya.sch.id/html/guru/php1id=sylabus)

<sup>7</sup>Barthes, R, Introduction to the Structural Analysis of Narratives, in: *Image-Music-Text*, London :Fontana . 1977,p 79.

Palangka Raya, this kind of text is taught at the second grade of senior high school on the first term. In addition, based on the writer survey during the observation in the class second grade, there were many strategies used by he teacher in teaching reading narrative text. Almost all of the strategies used by the teacher were effective but there were not still some effective strategies. So the writer wants to solve the problem in teaching reading narrative text so then the writer strategies used by the teacher will be all effective.

Based on the above paragraph, the writer will do study entitled

***“THE STRATEGIES IN TEACHING READING NARRATIVE TEXT APPLIED BY THE TEACHERS AT SECOND GRADE OF MAN MODEL PALANGKA RAYA”.****The reason why the writer studies this topic because want to know about the strategy that the teacher use in teaching reading. The reason why the writer chooses narrative text because in every semester narrative text is always taught, so then narrative text is very important to study. Why the writer chooses reading because reading is one of English skills that is important to learn. In this case the teacher should use good strategies to teach reading especially narrative text.*

## **B. Research Problem**

The writer will determine two problems which are described as follows:

1. What are the strategies applied by the teacher in teaching reading of narrative text?
2. How is the teaching and learning using the strategy in teaching reading of narrative text?
3. How often the strategy used by the teacher teaching reading of narrative text?

## **C. Objective of the Research**

The followings are the objectives of this study:

1. To find out the strategies applied by the teacher in teaching reading narrative text.

2. To know the strategy teaching and learning using in teaching reading narrative text.
3. To know the frequency of using the strategy in teaching reading narrative text.

#### **D. Theoretical Framework**

- Chapter I : introduction which consisted of background of the study, research problem, objective of the study, theoretical framework, and significance of the study.
- Chapter II : Review of related literatures which consisted of previous study and the definition of reading strategy.
- Chapter III : Methodology which consisted of Research Type which consisted of Research Design, Role of the Researcher in the Study, Research Site, Source of the Data, Data Collection Procedure, Data Analysis, and Method for Verification of the Research Findings.
- Chapter IV : This chapter consisted of research findings and discussion. The finding designed to answer the research problems, there were what are the strategies applied by the teachers in teaching reading of narrative text and how is the teachers understanding about reading strategy.
- Chapter V : In this chapter, the writer provided the conclusion of the study and suggestion

#### **E. Significance of the Study**

##### **1. Theoretically**

The study will help the English teachers in applying the effective strategy of teaching narrative text, curriculum and the policy of the school in improving students' reading comprehension of narrative text.

##### **2. Practically**

The study will help the teacher to find out the appropriate strategies in narrative text. If the strategies used by the teacher are effective, the students will understand more about reading.

#### **F. Key Terms**

- Reading

Reading is one of the complex ways in learning English or a process of decoding message in which the students need their own experience and knowledge.

- Narrative text

Narrative text is a text which contains about fantasy, fairy tales, or a true story that has been exaggerated. There is usually a moral to be learned at the end of the story. Example of narrative text can be legends, fable and Fairy tales. The purpose of text to amuse, entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problem attic event.