

CHAPTER I

INTRODUCTION

A. Background of the Study

English has been taught from Kindergarten until University to make the students improve their ability to have effective communication skills, both oral and written.

There are four major English skills which have relationship among and the others, namely listening, speaking, reading, and writing. In the teaching and learning process, the teacher must give emphasis on those four skills. Actually those four skills are important and those four skills also increase the student's ability to communicate. From the four skills, reading is one of language skills which needed to be taught in the classroom.

According to Fauziati(2015: 113), students need to read texts in English either for their careers, for study or pleasure. Reading texts also provide opportunities for the students to learn vocabulary, grammar, pronunciation, and even good models for English writing (Fauziati, 2015: 113). According to Harmer (2005) in Fauziati, (2010: 32) last but not least, reading text can introduce interesting topics and stimulate discussion.

According to Hamidi (2013: 1), reading is the way to find ideas, information and knowledge from a written source. Reading at Junior High School level requires the students to read some texts (Hamidi, 2013: 1). There are many kinds of the texts. One of them is narrative text. According to Derewianka (1990) in Hamidi (2013: 2), the basic purpose of a narrative text is to entertain or to gain and hold the readers interests in a story. In addition, Gerrot and Wignell (1994) in Hamidi (2013: 2) state that a narrative text is a text which has social function to amuse, to entertain, and to deal with actual or vicarious experience in different ways.

To improve the students' ability to comprehend the text, therefore the teacher has to help students change their inefficient reading habit (Fauziati, 2010: 32). Teaching reading skill is not easy. The students get difficulties in learning

reading skill especially reading of narrative text which has long texts. They get difficulties because they do not like reading long text, so they do not understand the meaning from the text because most students spend their time to play with their friends or play with their gadget.

Commonly, the students have the problem with their ability to communicate in English. They do not understand the meaning of narrative text which has long texts. They are silent and passive in the teaching and learning process. However, it is essential for the students to be active in learning process so they are able to develop their ability.

The teacher should find the best technique to teach reading skill. The teacher also should apply appropriate technique to motivate the students. As we know that the students are difficult in reading the long texts so they are passive in the teaching - learning process. This is one of problems faced by the teacher in the classroom.

This problem happens to the students of the eighth grade students of SMP N 2 Jatiroto. The students have difficulties in reading narrative texts. They are afraid to read narrative texts because they do not understand the meaning and they make wrong understanding in translating sentences in narratives. They have a tendency to be silent and they just read with soft voice. Therefore, in anticipating and solving these problems, the teacher should apply appropriate technique for teaching reading.

The way to do that is by applying an interesting technique of teaching and learning because it is necessary to develop and improve their reading skill and finally they want to read more perfectly. The writer believes that appropriate technique applied in teaching can give the students opportunity in learning with enjoyable activity and it can solve the problems faced by the teacher in the classroom. It encourages the writer to conduct the research entitled "TECHNIQUE FOR TEACHING READING OF NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS AT SMPN 2 JATIROTO IN 2015/ 2016 ACADEMIC YEAR".

B. Limitation of the Study

In conducting this study, the writer makes limitation. The writer only focuses on technique for teaching reading of narrative text for the eighth grade students at SMP N 2 Jatiroto in 2015/ 2016 Academic Year.

C. Problem Statement

Based on the background of the study, the writer formulates the problems as follows:

1. What techniques are used by the teacher in teaching reading of narrative text to the eighth grade students at SMP N 2 Jatiroto in 2015/ 2016 Academic Year?
2. What are the problems faced by the teacher in applying the technique for teaching reading of narrative text to the eighth grade students at SMP N 2 Jatiroto in 2015/ 2016 Academic Year?

D. Objective of the Study

Based on the problem statement, the objectives of the study are to:

1. To describe the technique applied by the teacher in teaching reading of narrative text to the eighth grade students at SMP N 2 Jatiroto in 2015/ 2016 Academic Year.
2. To describe the problems faced by the teacher in applying the technique for teaching reading of narrative text to the eighth grade students at SMP N 2 Jatiroto in 2015/ 2016 Academic Year?

E. Significance of the Study

There are two kinds of significance of this study, theoretical significance and practical significance. Thus the significance of this research includes the followings.

1. Theoretical Significance
 - a. Hopefully, the result of the study can enrich the technique of teaching reading of narrative text.
 - b. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process, especially in technique teaching reading narrative text.

2. Practical Significance

a. Teacher

The teacher can apply various techniques in teaching reading narrative text so that the students interested in learning more.

b. Students

The writer hopes that the students are motivated in learning English reading narrative text and they can enhance their capability.

c. Other Researcher

The result of the research can be useful for the other researcher as reference and guidance in conducting research, especially research on teaching reading.

F. Research Paper Organization

This research consists of five chapters. The writer sets the order of the research paper as follows:

Chapter I is introduction that discusses background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature which covers previous study, theoretical review that discusses the notion of reading, teaching reading, and narrative text.

Chapter III is research method, which presents type of the research, place and time of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion, which elaborates the technique applied by the teacher in teaching reading of narrative text, the problem faced by the teacher in using the technique and discussion of findings.

Chapter V is conclusion, pedagogical implication and suggestion that draw the conclusion, pedagogical implication, and suggestion for the writer, English teacher, students, and other researcher.