

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

There are four skills that students should have in learning English, namely: listening, speaking, writing, and reading. Reading is considered as the most important skill, where students have to understand written text well. Reinking and Sceiner (1985: 107) in Kustaryo (1988: 2) state that “reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning”. Reading is a way to get the information from the text, from the word into a word and looking up any unfamiliar vocabulary to discover the meaning of the text. To get the message, readers must comprehend what they have read.

To understand written message easily, there are some factors which influence it, such as: intelligence, vocabulary, motivation, etc. For Indonesian people who learn English as a foreign language, the factors cause a lot of problems. They often find difficulties when reading texts. That is why reading is taught to students in order that they master the skill. The students starts learning if using the text books.

In reading English textbook, students are required to use some strategies which enable them to understand the text effectively. The strategies applied can be different for each student. This is caused by the different level of knowledge the student possess. In reading the textbook,

students usually use the different strategy in understanding the text. They have different way to understand the English text and find the meaning of the writer's idea. When students study the second language particularly in educating their reading skill, they find difficulties, such as in understanding the sense of the message both in sentences or words. It means that they didn't understand the significant information in the passage.

In understanding or reading the English text, students need strategies to comprehend the meaning of the text. They have reading strategies in their own method. At this time, students should know the suitable strategies to understand the English text. There will be some kind of guidance for the students when reading foreign text. Reading strategies may affect the ability in comprehending the text wholly.

To help students read more quickly and effectively, there are several reading strategies to read. The first is Previewing. It is reviewing section headings, titles, and photo captions to get a common sense of the structure and the content of a reading selection. The second is Predicting. It is using knowledge of the subject matter to make predictions about content and vocabulary and checking comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content. The third are Skimming and scanning. They are using a quick survey of the text to get the main idea, identify text structure,

confirm or question predictions. The fourth is Guessing from context. It is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. The fifth is Paraphrasing. It is stopping at the end of a section to check comprehension by restating the information and ideas in the text (<http://www.nclrc.org/essentials/reading/stratread.htm>).

The high school students experience reading activities mostly based on its genre, genre related learning activity. There are some types of text, namely: descriptive, report, procedure, recount, anecdote, and narrative. Narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors (Rebecca 2003: 11). It is not an easy task to deal with a narrative text since some unfamiliar expressions may appear. It also happens for the High School students in Karanganyar.

There are many favorite Senior High Schools in Karanganyar which teach the English lesson to the students covering the four language skills, for example listening and reading. One of them is SMA Kebakkramat Karanganyar. The writer is interested in analyzing the reading strategies in understanding narrative text applied especially by tenth grade students since narrative text is taught at tenth grade. Based on observation, students at the tenth grade apply different strategies in reading narrative. In this case, the writer is interested in identifying the strategies applied by the students in SMA KEBAKKRAMAT

**KARANGANYAR with the title “READING STRATEGIES APPLIED BY THE TENTH GRADE STUDENTS IN UNDERSTANDING NARRATIVE TEXT AT SMA KEBAKKRAMAT KARANGANYAR IN 2014/2015 ACADEMIC YEAR.”**

**B. Scope of the Study**

The research focuses only in reading strategies in understanding narrative texts applied by the tenth grade students at SMA Kebakkramat in 2014/2015 Academic Year.

**C. Problem Statement**

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

1. What are the reading strategies for understanding narrative texts applied by tenth grade students at SMA Kebakkramat Karanganyar in 2014/2015 Academic Year?
2. What are the students' difficulties in understanding narrative text at SMA Kebakkramat Karanganyar in 2014/2015 Academic Year?

**D. Objective of the Study**

The objectives study of this research are:

1. To identify the reading strategies in understanding narrative text used by the tenth year students as SMA Kebakkramat Karanganyar in 2014/2015 Academic Year.
2. To know students' difficulties in understanding narrative at SMA Kebakkramat Karanganyar in understanding narrative text.

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

### **1. Theoretical Significance**

- a. From this study, it is expected that the result of the research can be used as input in English learning process.
- b. The writer hopes that the result of this study could be used as the reference for those who want to conduct a research on the students' reading strategies.

### **2. Practical Significance**

- a. For teacher

The writer hopes this study can help English teacher at SMA Kebakkramat Karanganyar to identify the students' difficulties in reading especially the one dealing with narrative text. And to improve students' reading ability by giving the reading strategies suited to the students.

- b. For learner

This study is useful for students to improve reading ability with the best way of reading strategies in understanding narrative text. The students could be easier to comprehend the meaning of the text with the best strategies of reading. This result of the study will be useful for the students to make a better strategy in reading comprehension.

## **F. Research Paper Organization**

The writer divides the research paper into five chapters. Chapter I is introduction, chapter II is Review of Related Literature, chapter III is Research Method, chapter IV is Research Finding and Discussion, and chapter V is Conclusion and Suggestion.

Chapter I or Introduction covers six sub-topics. They are background of the study, scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of Related Literature covering two sub-topics. They are previous study and theoretical review which includes notion of reading, reading comprehension, reading strategies, narrative text, and understanding narrative text.

Chapter III is Research Method. This chapter covers type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data, and credibility of the data.

Chapter IV is Research Finding and Discussion. This chapter describes and explains the finding and the discussion of research that covers the reading strategies and the reading difficulties.

Chapter V is Conclusion and Suggestion. In this chapter, the writer draws conclusion and proposes suggestion about the research.