

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of study. It consists of six parts, namely the background of the study, the problem of the study, the objectivities of the study, the significance of the study, hypothesis, scope and limitations, and definition of key terms.

A. Background of the study

Reading is seen as one of the four language skills that are interconnected (Brown, 2001). Reading is important for accessing knowledge and information through dense media and is therefore considered a key achievement ability for education (Ghahari & Basanjideh, 2017; Meniado, 2016; Nafmani, 2015). Students read texts for several purposes to obtain information, improve vocabulary, pronunciation and grammar. However, reading in a foreign language is more difficult because the reader has to understand the contents of the text in a different language. Even though EFL students are fluent in their mother tongue, they struggle to understand the text (Gilakjani & Sabouri, 2016). For EFL students skill is something that must be achieved. Reading academic texts is a key ability in students' academic development (Boonkongsean et al., 2016). This mean that reading is the main ability as the key to achieving educational goals, namely gaining knowledge.

Reading especially in English requires more understanding compared to mother tongue, it is necessary to memorize vocabulary to be able to understand a text. Difficulty in understanding English texts occurs because students tend to use their mother tongue in learning English which results in a lack of mastery of vocabulary and inappropriate pronunciation of words in English. Based on these factors, reading ability in Indonesia is still very weak, especially reading English texts. Moreover, there are various types of texts in English, one of which is narrative text.

There are some types of reading texts that are important to know so that students understand the generic structure and language features including descriptions, explanations, procedures, arguments, and narratives (Knapp &

Watkins, 2005). Students are expected to be able to understand the text and be able to make the text after reading it. In this paper, the writer focuses the discussion on narrative text. Narrative text is a fictional or non-fiction story that tells a coherent event and consists of orientation, complication, and resolution (Krismoni, 2018). Narrative text explains an event based on a time sequence with the aim of entertaining the reader.

Teaching narrative texts is usually carried out conventionally where all learning activities are teacher-centred and the teacher does not motivate students to explore the text. So students have difficulty finding topics, main ideas in a text. This is related to Fatha's (2021) findings that students can also learn when the classroom atmosphere is interesting. The author believes that to make students more active and motivated in learning. The author thinks that to make students more active and motivated in learning, special teaching methods are needed.

Therefore the writer uses random text strategy as a method of teaching reading comprehension. Random text strategy consists of three words: random which means not sequential, the second word, text which means written or printed version, while strategy is a plan or a means (Mintzberg, 1994). According to Lestari, random text is text that is displayed randomly. The random text strategy is an active learning strategy to help students understand textual content by rearranging stories in the contextual content they are learning (lestari, 2017). This means that random strategy text does not only make students interact and work together and teach one another so that learning activities are not only centered on the teacher but students who play an active role. By using the random text strategy in learning narrative text students can sort the structure of the text, and understand the contents of the reading.

There are many studies related to this research, this research can be used as a reference for writers to complete their research. The first research was conducted by Rustan (2010). The aim of this research is to improve students' reading comprehension skills in reading material. Based on observations, reading comprehension depends on vocabulary and syntactic structure. This research uses short story texts using random sentences, pre-experimental research methods and shows that the application of the random text strategy has succeeded in improving

students' reading abilities as seen from the results of the post test scores which are higher compared to the pre test scores. The obstacle in this research is that it takes too long to apply the random text strategy which only contains one paragraph short stories.

The second research was conducted by Naavilah (2018). The aim of this research is to determine the increase in reading comprehension through a random text strategy. In this research, a random text strategy was used, text used in recount text, and the research method used was pre-experimental. His research is entitled "Using random text strategies to improve students' abilities in class VIII SMPN 3 Malang. In this study there was a significant increase in the pre-test and post-test. The random text strategy increases interest in learning English, especially in reading comprehension of recount text.

The third research was previously conducted by Azizah (2019). The aim of this research is to determine reading comprehension in personal letter texts using a random text strategy. His research is entitled "Using Random Text Strategy to Improve Reading Comprehension in Eleventh Grade at MAN 1 Lampung". This research uses the CAR research method. It was found that the use of random text strategies could improve students' reading comprehension in personal letter texts and could be seen from the increase in student learning outcomes in cycle 1 and cycle II. However, in this research there was an obstacle, namely that students felt confused and often asked questions when compiling parts of a personal letter.

From previous research, researchers conducted research using different methods (quasi experimental) and researchers chose narrative texts because narrative texts have various types of text with complex structures. Researchers also examined the impact of using random text strategies in narrative texts on students' reading comprehension, especially literal comprehension which includes explicit information in the text.

To complete this research, research was conducted at SMAN 1 Purwoasri because based on the author's observation that schools have standard school classes and teachers are interested in using random text strategies as techniques in teaching reading understanding to students. In addition, the author wants to apply and see

the impact of using a random strategy text on eleven students of SMAN 1 Purwoasri.

The purpose of this study is to investigate the impact of using the random text strategy in teaching reading especially in narrative texts and researchers take the title "**The Impact of Random Text Strategies in Narrative Text on Students' Reading Comprehension at Tenth Grade of SMAN 1 Purwoasri**".

B. The Problem of the Study

Based on the background of the study above, the writer formulates a problem as follows: "Is there any significant difference in students' reading comprehension between students who are taught by random text strategies and lecture method?"

C. The Objective of the Study

Based on the statement of the research question above, the purpose of this study is to find out whether there is significant difference between students who are taught by random text strategies and lecture method ".

D. Hypothesis

The hypothesis of the study are:

Ha : There is a significant difference in students' reading comprehension between students who are taught random text strategies and lecture method.

H0 : There is no significant difference in students' reading comprehension between students who are taught random text strategies and lecture method.

E. The Significance of the Study

It is anticipated that the study's findings would be beneficial both theoretically and practically. This study provides information the impact of random text strategies on students' reading comprehension, hopefully the strategy can be used as input for teaching reading comprehension in senior high

school to find out the main ideas and supporting ideas so that students can develop reading comprehension skills. For researcher, this study provides broader knowledge and new experiences that are useful for the present and future.

F. Scope and Limitations

This study focuses on random text strategies and literal understanding in students tenth grade of SMAN 1 Purwoasri. The understanding in question is understanding in reading narrative texts and answering related questions that focus on the introduction of literal reading (main ideas and supporting ideas). The scope of this study is random text strategies and the limitation of this study is narrative text.

G. Definition of Key Term

The definition of key terms is very important to avoid false impressions regarding the topics that may be mentioned in the research. Some terms need to be defined as follows:

Reading Comprehension

Reading is one way to improve students' reading skills and knowledge. Comprehension always refers to the needs and goals of the reader. Reading comprehension is a reading activity carried out seriously and thoroughly with the aim of obtaining information, messages and meaning contained in a text.

Literal Comprehension

Literal comprehension is understanding in the form of information (ideas and facts) which is state directly in the text. At this level, the teacher can ask students to find out information and ideas that are explicitly stated in the text.

Teaching Reading Comprehension

Teaching reading comprehension is the process of assisting, facilitating, and guiding students in comprehending the text and providing numerous practice opportunities.

Random Text Strategy

Random strategy text is a disconnected reading text that is arranged randomly and students must arrange the text into complete sentences. Random text strategy is an active learning strategy, namely training students to think actively and creatively by arranging paragraphs that have been cut into coherent, good and correct reading.

Narrative text

Narrative text is a story that aims to entertain the reader by telling something interesting in the form of the author's imagination. Narrative texts can be folk tales, fairy tales, science fiction stories, personal experiences, and others. The language features of narrative texts are using simple past, using time conjunctions, using adverbs of time and place, using action verbs, and using direct speech. The generic structure of narrative text is orientasion, complication, sequences of events, resolution, and coda.