CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, identification of problem, the objective of the study, the significance of the study, the scope and limitation, and definition of the key terms.

1.1 Background of the Study

The mastery of four English skills (listening, reading, speaking, and writing) becomes an important goal that must be accomplished by the educational system. All the skills are integrated and cannot be separated from each other. In the reading process, for example, the content of the study will consist of speaking, listening, reading and writing. Reading is the most convenient and least expensive way to acquire information that can open students' view of the world. It enables them to get new knowledge and keep them update with the developing of technology. On the other hand, reading also can increase students' vocabulary and consolidate the students' understanding of grammar. They not only will come across many new words and phrases in context, but they can also see grammatical structures that they may never have found before.

Reading is like listening, both of them are receptive skills because learners just receive and understand incoming information. As a receptive skill, it plays a significant part in the language learning process for EFL

(English as a Foreign Language) learners to develop their English competence. While reading, the eyes and the brain of the readers have an important role in process reading activity to understand what the writer has written. This activity connected the readers to understand messages from the writer although they are in different time and space (Davies, 1995). For that reason, the reader should combine the information from a text and their background knowledge to construct the meaning in a passage (Nunan, 2003).

Curriculum 2013 (K-13) insists that students should get knowledge through many types of genre (Dewi, 2017). Narrative is one genre that is taught at an advanced level. It is a part of the way we apprehend the world in the time that it is virtually built into the way we see (Abbott, 2002). Additionally, it helps to focus the reader's attention and build their connection. Narratives also can assist students to develop their interpretative capabilities in language awareness.

According to *Permendikbud No. 37 Tahun 2018* in a pair of basic standard competencies *(Kompetensi Dasar* or *KD)* 3.8 and 4.8, students must analyze and develop their ability to comprehend narrative text that has contextual meaning to access knowledge. Practically, there were adversities of teaching reading skill. The adversities related on the writer's casual interview to the teacher of English in certain school in Nganjuk. First, most students were not able to comprehend the content of the narrative. Second, the students lacked vocabulary, so they had an adversity to find the meaning

from the sentence. Third, most students have low interest in learning reading. These problems made students reluctant to learn narrative text. Last, the teachers still use the same strategies in teaching reading. They only asked the students to read aloud and answer the question related to the text.

Depend on the cases above; teaching reading becomes a challenge for many English teachers. The researcher assumes that the use of a literature circles strategy will help the teacher success in the teaching and learning process. This strategy can collaborate students' critical thinking through working together to fill in the gaps in knowledge and cognizance of all aspects of reading comprehension.

The researcher argues that literature circles strategy is appropriate for reading comprehension. It is supported by the previous study that revealed a literature circles can potentially strengthen the reader's self-efficacies of reluctant and struggling readers (Venegas, 2018). It means the literature circles strategy is the potential to strengthen the readers' self-belief. Besides, it can encourage students' interest in reading and eventually reading becomes a habit for them. The other study has proven that the implement of literature circles strategy developed the students' ability to find out the theme, main idea, and keywords in a text. On the other hand, it could be improved their reading interest, their enthusiasm for communication, their self-confidence, their critical thinking, their independent reading skills, and their cooperation (Karatay, 2017).

For this study, the researcher will apply literature circles strategy as strategy that can help students to improve their reading comprehension. Hopefully, this strategy will help students to comprehend the passage, boost their vocabulary, and develop their critical thinking. According to the background above, the researcher would like to apply literature circles strategy in narrative text reading comprehension by conducting the study entitled "The Application of Literature Circles Strategy to Improve Students' Reading Comprehension at SMAN 1 Prambon".

1.2 Identification of Problem

Accordance with the research background that has been described, the problem can be identified: "How can literature circles strategy improve the students' reading comprehension of tenth grade at SMAN 1 Prambon?"

1.3 The Assumption

Applying literature circles strategy can improve students' reading comprehension of tenth grade at SMAN 1 Prambon in academic year 2019/2020.

1.4 The Objective of the Study

According to research problem, the objective of the study isto improve the student's reading comprehensionof tenth grade students at SMAN 1 Prambon.

1.5   The Significance of the Study

The researcher hopes the result of this study will be beneficial both theoritically and practically:

1.5.1 Theoritically

1. The study will give knowledge about the literature circles strategy in teaching reading comprehension to the English teacher.

2. The study will be useful for future research about the implementation of literature circles strategy in teaching reading comprehension on the different reading text.

1.5.2 Practically

1. The result of this study is expected to help a challenge of English teachers for teaching reading comprehension.

2. The result of this study is expected to improve students' understanding in reading comprehension to identify the author's ideas.

1.6   The Scope and Limitation

The scopes of this study are limited to the types of genre, subject and object investigated. A narrative is the type of genre that be used as a material in reading comprehension. The subject of this study is tenth-grade students at SMAN 1 Prambon in the academic year 2019/2020. The implementation of literature circles strategy can improve the students' reading comprehension as the objective of the study.

1.7   Definition of the Key Terms

1.7.1 Reading Comprehension

Reading comprehension can be defined as a thought process of reader to understand, evaluate, and utilize the authors' ideas. It is the heart of learning reading that often used to measure the ability of a reader understand the content of a passage.

1.7.2 Narrative Text

Narrative text is a text that tells past event stories used to entertain the reader which has the generic structure (orientation, complication, resolution, and reorientation) and consists of some types.

1.7.3 Literature Circles Strategy

Literature circles strategy is small groups discussion which has different role or work that have chosen to read the same poem, story, article, or book and shared each other.