

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, statement of the problems, objective of the study, the hypothesis, significance of the study, the scope and limitation of the study and definition of key terms.

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

English is used as a means of communication among people throughout the world. Jeremy Harmer states that today English is the world's most widely studied foreign language.<sup>1</sup> In this globalization era, where competition among people throughout the world is strong, mastering English is a must. Further, the rapid development of science and technology, in particular telecommunication tools, makes the mastery of English essential. It is now becoming a necessity to have effective communication skills and resources. Knowing the important role of English in the world today, students need to be sufficiently equipped with English communication skills, both oral and written.

In teaching and learning process of English, there are four skills taught: listening, speaking, reading, and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education contexts.<sup>2</sup> No wonder, the students can learn many things through reading. In other words, the more they read, the more knowledge

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<sup>1</sup> Jeremy Harmer, *Approaches and Methods in Language Teaching-2th Ed*, (New York: Cambridge University Press, 2001), p.1.

<sup>2</sup> H. Douglas Brown, *Language Assessment-Principles and Classroom Practices*,(New York: Longman, 2004), p.185.

they get; hence, a strong correlation between reading and academic success is shown.

The act of reading cannot be separated from comprehension. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teachers; hence the way to teach comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guided support, practicing independently, and reflecting. Therefore, it can be concluded that reading comprehension is a long process.

In addition, having a good comprehension in reading can be facilitated by many strategies. The students should have better strategies for their good comprehension. Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Harmer states that students are better to be impulse in responding the context and gaining their feeling about it than only focusing them on the text construction.<sup>3</sup> The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process.

In conclusion, students are stated having no problems in learning reading comprehension because of their habits -reading normally. At the junior high

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching-Forth Ed* (Oxford: Pearson Longman, 2007), p.101

school level, the students are expected to master some types of text like narrative, discussion, and recount text. Narrative as one of those types becomes a common text used in students teaching and learning process, moreover used in national exam. Narrative is a text that tells a story to entertain the audience, let the audience think about an issue, teach them a lesson, or excite their emoticons. Based on the theories, it can be assumed that narrative text can be studied easily, because it lets the students interested to read the text; as its purpose is to entertain people.

Based on the writer's observation, there are many students of the eight grade at *SMPN 5 KEDIRI* who have difficulties in comprehending a narrative text; they could not find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text.

Moreover, they could not get the main idea and supporting details of the text. Consequently, most of the students think that reading comprehension is a hard activity to do. Fauzi Syahputra states that students who faced English as a foreign language have low ability in reading comprehension; they cannot reorganize and connect the new information from the text with their own knowledge.<sup>4</sup> Moreover, most of the students think twice to read comprehend the text given. It can be seen when they prefer to answer the question given suddenly, without read the text deeper.

In addition, commonly the students are taught through conventional method like delivering the material without any interesting action in teaching and

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<sup>4</sup> Fauzi Syahputra, *Teaching Reading Narrative Text By Using Attribute Webs Strategy For Junior High School Students*, (Thesis, teacher training and education faculty, STIKIP PGRI Sumatera Barat)

learning process of reading comprehension. Therefore, students are getting low in their achievements.

In summary, the students face some problems in reading comprehension activities. First, students have difficulties in getting information from the text, in this case is narrative text. Then, this situation brings the students have low achievements in reading activity. In addition, the teaching and learning process of reading comprehension runs conventionally in class. It makes the students think twice to do reading activity; moreover reading is a long activity.

Considering that facts, the writer suggests attribute webs as the technique for teaching reading comprehension. Writing attribute webs is an activity which makes the brain easier to accept and remember visually stimulating. Theoretically, it can be concluded that attribute webs strategy is a creative technique which let the students to get success in remembering ideas or comprehending written information. Moreover, these techniques enable the students to associate story through pattern, keyword, or symbol. The writer considers that attribute webs can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The writer takes a quasi-experimental research design to get the evidence about whether technique can improve students' reading comprehension of narrative text. Attribute webs is supposed to be an interesting alternative technique that will help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily. This study focuses on students' comprehension in interpreting the text, not on their creativity.

Based on the students of the eight grade at *SMP N 5 Kediri* who have difficulties in understanding a narrative text; could not get the main idea and supporting details of the text. By this case the researcher wants to conduct is research.

Finally, based on the explanation above, the writer entitles this study the reseacher is interested in conducting a research entitled “***TEACHING READING NARATIVE TEXT USING ATRIBUTE WEBS STRATEGY FOR THE EIGHT GRADER OF SMP N 5 KEDIRI***”.

### **B. Statement of Research Question**

Based on the background of the research, the research question can be formulated as follows: Do students taught by attribute webs strategy have better achievement than students taught without attribute webs strategy?

### **C. Objective of the Study**

Based on the statement of the problem above, the general objective of the study is to know whether students taught use *Attribute Webs Strategy* have better achievement than students taught without attribute webs strategy.

### **D. The Hypothesis of the Study**

The hypothesis of this research is:

1. Hypothesis 0 (Ho): student who are taught without using attribute webs strategy will get low achievement in reading narrative text.

2. Hypothesis 1(Ha): student who are taught using attribute webs strategy will get better achievement in reading narrative text.

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

The significance of this thesis is expected to give some valuable contribution to students and teacher, especially in teaching English, such as:

1. Students

Students are expected get a better way to understand the lesson and give motivation from them to get better achievement. By using attribute webs strategy, can help the students to learn English easily.

2. Teacher

The teachers are expected could find another innovative method to teach English so the students have to explore in their class. The study is hoped useful for the English teacher to improve their teaching learning process or to stimulate their students in learning reading. The teacher can use good method to prepare to be professional teachers to teach in senior high school and motivate the students to learn their English material.

3. The Reader

The reader expected find new method in teaching English especially in reading comprehension and create other new innovation in teaching English.

## **F. Scope and Limitation**

This study is to know whether the use of attribute web strategy is effective or not. In this case, the attribute web is used is about Narrative text. The researcher limits the research on the use of attribute webs strategy in teaching reading at the experimental group. The research is conducted at the eighth grade students of SMP N 5 Kediri.

## **G. Definition of Key Terms**

In order to avoid misunderstanding and misinterpretation of key terms and the content of this study, it was necessary to define the key terms as follow:

### **a. Reading**

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.<sup>5</sup>

### **b. Narrative Text**

Narrative text is a kind of text to retell the story that past tense. A narrative is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or

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<sup>5</sup>“What is reading”(https://www.englishclub.com/reading/what.htm accessed on November 3, 2014)

theatre) that describes a sequence of fictional or non-fictional events. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

### **c. Attribute Webs**

Attribute web is a strategy that used for students to make predictions about the text that has been read by the students. It means they will know about the meaning of the word from the text and understand about they have been read.<sup>6</sup>

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<sup>6</sup> Judy Tilton Burnner, *I Don't Get it! Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), p.48