

## **CHAPTER I**

### **INTRODUCTION**

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

Education has an important role in human life because education can build a person to become educated who has a good attitude and skill. Basically, education is realized as an effort to change somebody's attitude directly and ability into the positive way. In other words, the person who gets education properly can get much knowledge either scientific or religious aspect.

One of the ways to get knowledge is learning a language. Language and education have a very close relationship, and using language in teaching has a very important role for student's intellectuality and improvement.

Language is the communication device that is used by human beings to be applied their life activity. They need language to communicate with their surroundings. By language, people are able to express their mind, feeling and wish to other people either with oral or written language.

We know Islam is a religion that put knowledge in high position. Islam commands all Muslims to seek knowledge anywhere in the world. We know that the holy Quran explains that the first thing we are asked to learn is reading. With reading we can know a person may read in order to gain information, verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate



comprehending reading text or passage. In other words, we can say they often find that it is difficult to understand the reading texts or passages.

There are many reasons why getting students to read English text. In the first place, many of the students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Students have difficulty remembering vocabulary and understanding sentences. As Alderson (2000) states despite this specific need for reading in English, it is common that most students fail to learn to read adequately in English. Very frequently, students reading in English seem to read with less understanding than one might expect them to have, and to read considerably slower than they reportedly read in their first languages.

Students with reading problems have difficulty in their study and personality. According to Richek, Caldwell, Jennings, and Lerner (1996), students with reading problems in school are passive learners, have low self-esteem, emotional problems, poor attention and concentration, have difficulty making and keeping friends, and lack motivation. Because of these deficiencies, a remedial or corrective instruction is necessary in order to help students succeed in their English reading. According to Alderson (2000, p. 53), poor first and second-language reader lack motivation to read or to spend time improving their ability to read. Narrative texts, or texts that tell stories, can be used to improve students' reading abilities.

Narrative text is one popular and common form of writing. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events. Narrative texts can be used to improve students' motivation in reading. Narrative texts appear to induce visualisation in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers do not feel discouraged. Furthermore, one purpose of narrative texts is to entertain.

Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation. Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson and Fielding (1991), students benefit from reading narrative texts. Therefore, reading instructors can use narratives to teach moral lessons. In addition, narratives inspire imagination. According to Pearson and Fielding (1991), narratives are written to inspire personal responses. Through stories, Students become involved in narratives they read and put themselves in the character place, asking themselves.

Based on the reasons above, the writer intends to do a research about the use of narrative text in teaching and learning reading comprehension and some factors that might influence the use of narrative text in teaching and learning reading comprehension. The writer selects MTsN Tamban Barito Kuala regency as the research location. The writer found some crucial

problems in the school based on the pre observation, It shows that the quality of the English lesson that is related with the reading skill such as reading comprehension, vocabulary, grammar, and pronunciation is still weak.

For determining the subject and object of the research, the writer checks the syllabus of the target lesson. The writer found that the narrative text has been programmed for the eighth year students at the second semester. Furthermore, it was a transition period from general study in grade two to focused study in grade nine. The students were expected to be more serious in studying. Therefore, the eighth grade students of MTsN Tamban will become the subject of the research.

Based on the fact, the writer wants to conduct the research in order to find out about the use of narrative text in teaching and learning reading comprehension and some factors that might influence the use of narrative text in teaching and learning reading comprehension. This study will be written on a thesis entitled: **“The Use of Narrative Text in Teaching and Learning Reading Comprehension at the Eighth Grade of MTsN Tamban Academic Year 2012-2013”**

## **B. Statement of the Problems**

Based on the topic, the problems of the study can be formulated as follows.

1. How does the teacher use narrative text in teaching and learning reading comprehension?

2. What are the factors that influence the use of narrative text in teaching and learning reading comprehension at the eighth grade of MTsN Tamban Academic year 2012-2013?

### **C. Objectives of Study**

Based on the problems above, the purposes of the research can be set as follows:

1. To know how the teacher uses the narrative text in teaching and learning reading comprehension at the eighth grade of MTsN Tamban Academic Year 2012-2013.
2. To know the factors that influences the use of narrative text in teaching and learning reading comprehension at the eighth grade of MTsN Tamban Academic year 2012-2013.

### **D. Significance of Study**

In this study the writer tries to organize the significance of study as follow:

1. For teacher: Giving valuable contribution for all English teachers in the MTsN to improve the teaching and learning English, and giving information for designing materials in teaching English.
2. For Students: To give the information about the application of using proper procedures and techniques teaching and learning reading comprehension using

narrative text at MTsN Tamban at the eighth grade of MTsN Tamban academic year 2012-2013, and Giving information and knowledge regarding the importance of mastering English materials.

3. For other research: To enlarge and improve knowledge about teaching reading comprehension, and To enrich knowledge and experience in this specific research.

#### **E. Definition of Key Terms**

To avoid any misinterpretation toward the title adopted in this research, the writer will explain some terms in the title as follow:

1. Teaching: An active process in which one person shares information with others to provide them with the information to make behavioral changes (Oxford Dictionary, 2008, p.455).
2. Learning: the process of assimilating information with a resultant change in behavior (Penny, 2009, p. 12).
3. Teaching and Learning: a planned interaction that promotes behavioral change that is not a result of maturation or coincidence (Pie, 1996, p. 9).
4. Reading comprehension:

Reading comprehension is essentially the ability to understand what has been read. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message (Klingner, Vaughn, & Boardman, 2007, p. 2).

5. Narrative Text:

Narrative text is a story that entertains or informs the reader, while carrying a message resulting in a theme (a universal idea that crosses over time and culture), and moral (a lesson learned from the story) (Fetzer, 2006, p. 26)