

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Reading is a process that is carried and used by the reader to get the message that author tries to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known (Samsu, 2013). In reading skill students are expected to have knowledge and ability to understand about the content that has explained in the text. Good reading texts can introduce interesting topics, stimulate discussion, excite creative responses, and provide the springboard for well-rounded, fascinating lessons.

Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. Andrew (2008) states that reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with thenonvisual information contained in your head to create meaning. In that way, what is in your head is just as important as on the page in the process of creating meaning (reading).

Reading has important role in the context of English teaching as a foreign language in Indonesia. To make the students able to speak, listen, and write, they should be good in reading skill first. Reading is considered one of the most important skills that university students of English as Second Language need to acquire (Levine et al., 2010). Reading is important not only in developing language intuition or determining academic succes, but also for completing certain task. Therefore, it is obligatory for students , especially those who study in collage to have good reading skills. To comprehend, readers must use information they already process to filter, interpret, organise and replect upon the incoming informatiion from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting.

According to Anderson (2003), a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Accordingly, the purpose of narrative text based on Anderson (2003) statement above is to present a view of the world that entertains or informs the reader or listener. Talib (2007) defined narrative fiction as the narration of a succession of fictional events. Additionally, it deals with events that constitute problem for one or more the characters who are motivated to confront the problem and attempt to solve it (Rothery in Tickoo, 1995). Therefore, narrative text has a sequence of events that are unusual in an entertaining ways.

Talib (2007) defines narrative as a structure which is made up of narrative statements. Narrative statements have something to do with story. Therefore, it always deals with story which shows a set of experience of the world life, it can be an animal or human. For that reason, narrative is aimed to amuse, entertains, and to deal with actual or vicarious experience in different ways (Gerot and Wignell, 1994).

In Curriculum 2013 for junior high school, it states that the students are expected to be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. Furthermore, the students have to master reading comprehension in order to enable them to get success of their learning. If the students do not understand about the text in a test, it will be difficult for them to fulfill the passing grade. Yudi (2010) states that reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. By reading students can improve their knowledge. The students will get the benefit of reading if they read much and comprehend it well.

However, based on observation in teaching English at SMP Swasta Sinar Husni Medan in the seventh grade students, the researcher found that many students were still difficult in comprehending the text especially in narrative text. They did not understand the meaning of the text. Students also had low motivation, did not have spirit and was not interested in reading. The teacher also

still used traditional and monotonous material which made the students bored and lazy to read the text.

Based on the problem above, the researcher intended to help the students to comprehend the text and enjoy the lesson by using part of narrative. Part of narrative texts is very good strategy and it can be implied that affect the students in teaching reading. Part of narrative texts is often more interesting because they reflect real life phenomena.

Based on phenomenon above, the purpose of this research was to improve the students' achievement in reading narrative text so that they could understand and comprehend narrative well. For this reason the researcher decided to choose a title **“Improving Students' Ability in Reading Narrative Text by Using Part of Narrative Text at SMP Swasta Sinar Husni Medan”**.

1.2. The Problem of the Study

Based on the background of the study, the writer found questions related to the study “How did parts of narrative text improve students' reading ability in narrative text at seven grade of SMP Swasta Sinar Husni Medan 2022/2023 academic year?”

1.3. The Objective of the Study

Based on the problem above, the objective of this study is to improve the students' reading ability in narrative text by using part of narrative text at seventh grade SMP Swasta Sinar Husni Medan 2022/2023 Academic Year.

1.4. The Scope of the Study

This research used part of narrative to improved the students' reading comprehension especially in narrative text and the study just focus on determining main idea and supporting detail on the text. This study also focus at the seventh grade of SMP Swasta Sinar Husni Medan 2022/2023 Academic Year.

1.5. The Significance of the Study

1. Theoretical Significance

Theoretically, this research was expected to give better knowledge about part of narrative technique. This research hopefully could give contribution to the English teacher about part of narrative technique, in order to the teachers can open their mind about another technique to teach reading.

2. Practical Significance

This study was provide a solution to help the students to improve their reading comprehension skills through the use of spoof text.

The significance of the study are as follows:

1. For teachers, the result of this study could be used by teachers as appropriate method in teaching narrative text by using part of narrative.
2. For students, the result of this study is expected to create interactive and enjoyable learning so the understanding of the students will be improved.
3. For other researchers, it is expected the result of this study can help the students of English Department who is interested in reading research to used this research as a reference.