

# CHAPTER I

## INTRODUCTION

This chapter presents the introductory section of the study. It covers background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

### 1.1. Background of the Study

Reading, as one of four language skills that should be mastered by the students, is the most stable and durable of foreign language modalities (Barnhart, 1991:259). Reading is also a gateway to get information and knowledge. Furthermore, it provides opportunities for all students to think, write, or discuss what they have already read. “With good reading skills, students will make great progress and attain great development in all academic areas” (Anderson, 1999:21).

The ultimate goal of teaching reading is comprehension. It means that the students need to have the ability to understand the text. Furthermore, based on the National Curriculum (2013), students of junior high school are expected to be able to comprehend texts and develop their ability both oral and written to achieve informational level which they are capable of accessing language ability in daily and academic context.

There are five text types which are taught in the Junior High School, one of which is Narrative Text. It is a text that tells a written story in order to gain readers’ interest by entertaining them. It is supported by Anderson & Anderson (2003:8) who states that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or a listener.

Based on the writer's teaching experience, most of the students face difficulties in learning reading, especially in learning narrative text. It is difficult for them to find both the main ideas and the supporting ideas in a text or paragraph. Likewise, they are quite unfamiliar with synonym in the text. Most of the students think that learning to read is simply reading, but actually reading in this context is more than just to read a paragraph or texts and it involves understanding or comprehending the meaning of the text.

The most fundamental problem found in most Indonesian school is mastering vocabulary. Most of the students easily forget the word meaning since they do not use English as a routine. And also there are only few activities that can support and help the students establish their vocabulary. Furthermore, the students have been very much thinking that learning to read English text is a distressing task. The students do not seem to understand what they read. Their lack of exposure in acquiring English words and grammars made them were not ready enough to deal with text genres, especially narrative. .

To solve the problem, teachers' strategy plays a very important role in helping students to overcome the students' reading difficulties. The teacher needs to find the right technique to make the students understand a text such as the ability to recognize and infer meanings of unfamiliar words, the ability to understand the text structure, and the ability to recognize relations of meanings through the use of cohesive devices.

There have been a number of research projects concerning on reading difficulties. One of them was a case study conducted by Prahara (2010) to find out students' difficulties in answering multiple-choice questions in narrative text. This study focuses on the difficulties faced by the students in the National Exam. It is found that the students' difficulty is their inability to access the content in a text and the most challenging type of task in the worksheet is questions about word meaning.

Previous research as mentioned above was investigated students' difficulties in answering multiple choice question, however, there is no strategy offered by the teacher to help them. To enrich the reference about the methodology in teaching reading, the present research focuses on teacher's strategy in overcoming students' reading difficulties. Thus, the aims of this research are both to see what difficulties faced by the students in reading comprehension of narrative text and to find out what kind of strategies used by the teacher to overcome the difficulties. Narrative text is chosen because, as stated before, it is a text type which the Indonesian junior high school students have to learn. Moreover, narrative text is used most commonly to describe text types (Kent, 1984).

## **1.2. Research Questions**

This study is conducted to answer these following questions:

1. What are the difficulties faced by the students in reading comprehension of narrative texts?
2. What are the strategies used by the teachers in overcoming students' difficulties in reading comprehension of narrative texts?

## **1.3. Aims of the Study**

According to the research questions, the study is aimed:

1. To investigate the students' difficulties in reading comprehension of narrative texts.
2. To investigate the teachers' strategies in overcoming students' difficulties in reading comprehension of narrative texts.

#### **1.4. Scope of the Study**

This study focuses on the difficulties faced by the students in reading comprehension of narrative texts and the strategies used by the teacher in overcoming those difficulties in a boarding school in Bandung Regency.

#### **1.5. Significance of the Study**

This study is significant from two aspects. Theoretically, this study could be used as a reference for research on reading skill, especially in comprehending English texts. Practically, this study is expected to give information about students' difficulties in reading and strategies used by the teacher to overcome the difficulties. This result of the study is useful for both students and teachers. Students could be more careful and they do not make the same mistake. Meanwhile, teachers can select and determine which strategies are helpful and relevant for their students' needs.

#### **1.6. Research Methodology**

This study was located in qualitative approach. Qualitative is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest (Gay, 2006:399). Case study is the design which is chosen. According to Gillham (2000:1), case study is one which investigates to answer specific research questions and which seeks a range of different kinds of evidence to get the best possible answers to the research questions.

In this study, the data were collected through task-giving, interviews, and observation. The task-giving and students' interview is given to find out students' difficulties in reading narrative texts. Meanwhile, teacher's interview and

observation are used to find out teacher's strategies to overcome those difficulties. The participants of the study are an English teacher and fifteen students of eight grades in a Boarding School in Bandung Regency.

The collected data were then analyzed in some steps. The first step was to check the students' task giving. The second step was to analyze the transcription of students and teacher's interview. The last step was to analyze the field notes of observation. The interview and observation was analyzed using descriptive analysis

### **1.7. Clarification of Terms**

In order to avoid misinterpretation in understanding this writing, some terms are clarified as follows:

1. Teachers' strategies: an effort, initiative or plan from the teacher to achieve expected learning objectives by using skilful way (Mintzberg, 1994).
2. Overcoming: find the answer or way to problems and difficulties (Oxford Advance Learners' Dictionary, 2003). What is meant by *overcoming* in this study is how the teachers find the ways to help their students to solve their reading difficulties they encounter.
3. Difficulties: a thing or situation that causes problems (Oxford Advance Learners' Dictionary, 2003)
4. Reading comprehension: the ability to understand information in a text and interpret it appropriately (Grabe and Stoller, 2002:17)
5. Narrative text: a piece of writing which has purpose to entertain. It deals with problematic events that lead to crisis and turning point (Gerrot & Wignell, 1994).

## **1.8. Organization of the Paper**

This paper will be presented into five chapters. The chapters will be divided into subtopics to elaborate the issue given as follows:

Chapter I is an introduction. It presents the background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

Chapter II provides the theoretical frameworks which are relevant to this study including reading, reading comprehension, teacher's strategies, and narrative text.

Chapter III contains the methodology used for the study to answer the problems which is included the design of the study and how the data were collected and analyzed.

Chapter IV is findings and discussion which reports the result of the study. The result will explain to answer of the research questions.

Chapter V is conclusion and suggestion. It shows some conclusions of the paper and suggestions for future research.