CHAPTER 1

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) significances of study; (5) hypotheses; and (6) criteria of hypotheses testings.

1.1   Background

Nowadays, no one denies the importance of English as an International language. Kirkpatrick and Sussex (2012, p. 79) observed that English has been increasingly used as an international language along with the development of globalization. By mastering English, people can interact with the people around the world. Because of the importance of English, people are expected to master of English.

In Indonesia, English is considered as one of foreign language subjects to teach. Based on Permendikbud in 2013 curriculum, English is a foreign language subject to secondary and higher level. In addition, Braine (2005, p. 79) states that English has been described as the first foreign language in Indonesia and it is officially taught to the students in the secondary schools. It is learned from junor high school to university that English is classified into class A (compulsory) to both junior high school (SMP/MTs) and senior high school (SMA/MA/SMK/MAK), and English is taught to be an extraculicular subject in elementary school. Students learn English as a means to broaden their knowledge

about science, technology, culture and arts. It is stated that the aim of teaching English in Indonesia is to utilize the language to broaden the students' reasoning horizon as well as to improve their communicative competence. English is learned by the students for various reasons. They may learn English because they want to be able to speak, read or just pass the exams.

Generally, there are four components of language skills that are required in learning English. They are are listening, speaking, reading and writing. It is supported by Khameis (2006, p. 111) that the four skills naturally appear together in every English class, even in the EFL context. One of the language skills is reading. Reading is important part that needs to be developed. By reading, the students can get much information and knowledge. It is supported by Sergio (2012, p. 81) that for academic purposes, reading is important because it is one of the most frequently use language skills in everyday life, as witnessed by the use of internet. And also, the reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipates social interaction and communication. There is no meaning inherent in the text alone; rather, meaning can only be constructed as the reader transacts with text (Ellsworth, Hedley & Baratta, 2009, p. 221)

Based on School-based Curriculum (KTSP 2006) of Junior High School especially for the eighth grade students, there are many types of reading text, namely narrative, descriptive and recount text. Narrative is a type of text aimed to entertain, to gain and hold the readers' interest in a story. According to Sejnost and Thiese (2010, p. 9), the purpose of narrative text is to entertain, to gain and

hold a reader's interest. The learners will be able to comprehend the text totally if they are interested in the texts or passages. It is very important that the learners reach the purposes of reading, reading for comprehension and reading for pleasure. Furthermore, in KTSP 2006, narrative text is used in teaching from eighth to twelfth grade in school.

The students of all ages, from elementary to high school have difficulty to read and comprehend the narrative text because some of the students rather watch the visual story than the full text. Guzzetti (2002, p. 385) proposes that some have speculated that the root of the problem lies in young children's lack of exposure to text, given that they encounter primarily narrative forms in television shows and pictures books.

One of the main goal of the teachers is to help the students learn to comprehend the text. Related to Teaching English as a Foreign Language (TEFL), English teachers should motivate their students to read English texts by using appropriate strategies in reading in order that the students can comprehend what they read in the target language. Guthric, Wigfield and Perencevich (2004, p. 10) state that using a strategy helps students build interlinked knowledge that is taught. The appropriate strategies in teaching reading especially narrative text, therefore should be implemented by the English teachers in teaching and learning process. Applying good strategies in teaching and learning process may improve the quality of the students' narrative reading achievement.

In this study, the writer chose at the eighth grade students of MTs Paradigma Palembang in academic years 2014-2015. After doing informal

interview to the English teacher and some of the students, the writer found that the students had difficulties in comprehending their narative reading text. First, the students were difficult to comprehend the text easily and felt confused to find the meaning of difficult word. It caused the students were lazy to open the dictionary. Second, the students were difficult to find main idea and make the conclusion. It caused the students were confused what should they do and still had poor vocabulary. Third, the students were hard to make connection between their experience and presented in a given text. It caused the students did not know what the text is about. Based on these problems, the students need a new strategy to improve their reading comprehension and encourage them to be active and enjoy the learning process. To overcome these problems, there are two strategies that can be applied for the English teacher in teaching narrative reading text. They are Survey, Question, Read, Recite and Review (SQ3R) Strategy and Experience-Text-Relatonship (ETR) Strategy

SQ3R (Survey, Question, Read, Recite, and Review) strategy builds background knowledge of the students in narrative reading. SQ3R strategy helps learners to access any prior knowledge connected to the reading. It is agreed by Gunderson (2009, p. 223) that SQ3R improves reading comprehension because it establishes a kind of "content background knowledge". In addition, preservice and in-service teachers can use the successful DR-TA and SQ3R strategies to help students improve their reading comprehension ability of informational text, as well as narrative stories (Cohen and Cowen, 2008, p. 217).

The second strategy that can be used by some English teachers is ETR (Experience-Text-Relationship) strategy. This strategy helps learners to active and build knowledge to facilitate both reading motivation and comprehension and be useful for narrative text. It is supported by Wood and Blankton (2009, p. 135) that Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience. In addition, this strategy promotes thoughtful reader to narrative text (Carr, Aldinger & Patberg, 2004, p. 90).

To strengthen the background of the recent study, Carrell (2000) showed results that metacognitive strategy of Semantic Mapping and Experience-Text-Relationship (ETR) training is effective in enhancing second language reading, and that the effectiveness of one type of training versus another may depend upon the way reading is measured. Further, the results show that the effectiveness of the training is related to differences in the learning styles of the students.

The second previous related study was written by Erawati (2012), showed the result of the study, it can be concluded that KWL strategy was better than SQ3R strategy on students' reading comprehension for any text type. Based on the background above, the writer is interested in analyzing these two strategies on teaching reading narrative text to the eighth grade students of MTs Paradigma Palembang.

1.2   The Problems of the Study

The problems of the study are formulate in the following questions:

1. Is there any significant difference on narrative reading text achievement between the students who are taught by using SQ3R strategy and those who are not?

2. Is there any significant difference on narrative reading text achievement between the students who are taught by using ETR strategy and those who are not?

3. Is there any significant difference on students' narrative reading text achievement between those who are taught by using SQ3R strategy, ETR strategy and the Teacher's Method?

1.3 The Objectives of the Study

Objectives of the study as follow:

1. To find out whether or not there is a significant difference on the students' narrative reading text achievement who are taught by using SQ3R strategy and those who are not?

2. To find out whether or not there is a significant difference on the students' narrative reading text achievement who are taught by using ETR strategy and those who are not?

3. To find out whether or not there is a significant difference on the students' narrative reading text achievement who are taught by using SQ3R strategy, ETR strategy and the Teacher's Method?

1.4   The Significance of the Study

Hopefully, the results of this study can give valuable input and contribution to some parties: (1) For the English teachers, this study is expected to vary their strategies in teaching narrative reading comprehension especially by using SQ3R strategy and ETR strategy; (2) For the students, it is expected that this study will help reduce the difficulties that the students have in their reading comprehension especially for narrative reading text and the students can develop their reading by using SQ3R and ETR strategy. They are also expected to be motivated and improve their background knowledge of reading text; (3) It is expected that this study can be used as references for other researchers to get information about SQ3R strategy and ETR strategy; and (4) The writer can indirectly enlarge her knowledge and get experience in doing research.

1.5   Hypotheses

According to Creswell (2012, p. 111), hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.. Hypotheses of this study are proposed as Null Hypothesis (Ho) and Alternative Hypothesis (Ha) as follows:

1. **Ho1** : There is no significant difference on narrative reading text achievement between the student who are taught by using SQ3R strategy and those are not.

Ha1 : There is a significant difference on narrative reading text achievement between the student who are taught by using SQ3R strategy and those are not.

2. **Ho2 :** There is no significant difference on narrative reading text achievement between the student who are taught by using ETR strategy and those are not.

   Ha2 : There is a significant difference on narrative reading text achievement between the student who are taught by using SQ3R strategy and those are not.

3. **Ho3** : There is no significant difference on students' narrative reading text achievement between those who are taught by using SQ3R strategy, ETR strategy and the Teacher's Method.

   Ha3 : There is no significant difference on students' narrative reading text achievement between those who are taught by using SQ3R strategy, ETR strategy and the Teacher's Method.

1.6 The Criteria of Hypotheses Testings

To prove research problem, testing research hypothesis is required as follows:

1. If the p-output (sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table, the null hypothesis (Ho) is rejected, and the alternative hypohesis (Ha) is accepted.

If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table, the null hypothesis (Ho) is accepted, and the alternative hypohesis (Ha) is rejected.

2. If the p-output (sig. 2-tailed) is lower than 0.05 and F-obtained is higher than t-table, the null hypothesis (Ho) is rejected, and the alternative hypohesis (Ha) is accepted.

    If the p-output (sig. 2-tailed) is higher than 0.05 and F-obtained is lower than t-table, the null hypothesis (Ho) is accepted, and the alternative hypohesis (Ha) is rejected.