

## CHAPTER I

### INTRODUCTION

This chapter presents: (a) background, (b) problems of the study, (c) objectives of the study, (d) significance of the study.

#### **1.1 Background**

Language is something that people do in their daily lives and something they use to express, create and interpret meanings and also to establish and maintain social and relationships (Scarino and Liddicoat, 2009 p. 16). People's life cannot be apart from language, because through language they can be connected to all over the world. Language is also used to share the information, express many feelings, and also to develop culture between speakers and listeners or writers and readers. There are many languages, one of the most popular is English.

English is the most important means of international communication. People from all over the world speak the language when they meet each other in every international meeting, conference, or workshop. According to Robson (2013, p. 2), English is the world's common language. English has come of age as a global language. It is spoken by a quarter of the world's population.

Indonesia as one of the developing countries, has also set its educational curriculum which include the teaching of English as a foreign language. The difficulty of learning English is not only at junior high school but also at the senior high school and even at the university. The aim of the teaching English as a

Foreign Language in the school is the students are expected to be able to communicate in English well.

English consists of four fundamental language skills; they are speaking, listening, reading, and writing. The students are expected to master those four skills for the purpose of developing communication competence in oral and written form. This research will be focused on reading. Byrnes (1998, p. 8) adds that reading is an interactive process that goes on between the reader and the text. The text presents letters, words, sentences, and paragraphs that encode meaning. Furthermore, Nunan (2006, p. 69) defines reading as a set of skills that involves making sense and deriving of meaning from the printed word. In order to understand or to get some points from the text, we need comprehension for the text.

Reading is an important skill that needs to be developed in learning and teaching activities because people gets many knowledge and information by reading. Medina (2012, p. 81) says that for academic purposes, reading is important because it is one of the most frequently used language skills in everyday life, as witnessed by the used of internet. . In addition, according to Patel and Jain (2008, p. 13), reading is an important activity in life with which one can update his or her knowledge. Meanwhile, McNamara (2007, p. 15) mentions that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Moreover, reading is regarded as the most dominant skill in learning any subject because the ability to read is not only

performance to pronounce the passage but also the understanding of the message from a passage or text.

In relation to the difficulty in master reading skill, Indonesian students' reading skill is also unsatisfactory. Progress in International Reading Literacy Study (PIRLS, 2011) revealed that from 45 countries surveyed, Indonesia was placed in the ranked 42<sup>nd</sup> in reading achievement with the mean score 428 far below the international mean score 500. This evidence obviously indicated low achievement on Indonesian students to comprehend the text. Then, PISA 2012 showed that Indonesia was in the 63<sup>rd</sup> placed out of 65 countries with the reading score 396. Indonesian students' score was below the OECD average score which was 496 (OECD, 2012). Another survey which was conducted by the Program for International Students Assessment (PISA) 2015 reported that the students' reading ability in Indonesia was in the 69<sup>th</sup> placed out of 76 countries (Harian Jogja, 2016).

In relation to the unsatisfactory reading skill of the Indonesian students, actually, students have been exposed to many reading activities and many types of reading texts at school. Based on English Curriculum 2006 or KTSP for SMP/MTs, the goal of teaching reading is the students are expected to understand text. The purpose from teaching at Junior high school is that student can comprehend information in monolog, transactional and functional text. In accordance with the School- Based Curriculum (KTSP 2006) used for Juior high school especially for the ighth grade students, there are several types of reading texts that must be introduced to the tenth grade students. They are narrative,

recount, and descriptive. These kinds of text have their own purposes and characteristics including narrative text.

The narrative text constitutes a story in form fiction that populated by children and adult because it entertains, amuses and interests them. The narrative text not only tells about human life but also tells about animals. Sometimes, in the story they can be active and do everything as human. Moreover, narrative text constitutes one of several kinds of text that learned by students at Junior High School and Senior High School. According to Grey (2008, p. 4), the types of narrative text can divide into traditional fiction including folktales, fairy tales, parables, moral tales, myths and legends and modern fiction which includes modern fantasy and contemporary realistic fiction.

An informal interview has been conducted with the teacher of English at SMP Muhammadiyah 1 Palembang, it was described that the students still faced problems in comprehending the reading materials especially in narrative text. *First*, when the teacher asked them to identify information in the text, most of them did not know main idea, details and supporting detail of the text. *Second*, most of students can not predict and what will happen next in the text. *Third*, the teacher had lack of variation in teaching reading. The teacher just gave the text and asked the students to answer questions of the text and collect it. This condition make the students were not focus in reading activity.

In this research, *Predict-O-Gram* was applied to teach reading comprehension especially in narrative text. Predict-O-Gram is strategy to make predictions about a story using narrative elements. According to Fost, Buhle, and Blachowicz (2009, p. 155-156), Predict-O-Gram is a pre-reading strategy for narrative text emphasizes story structure, vocabulary, and the power of predictions. With these elements in mind, students can focus on them as they read. In addition, Splarger and Mazzante (2015, p. 55) say that Predict-O-Gram uses known and unknown words, phrases, places, and dates to predict story plots, and character relationships. This strategy focuses students' discussion around a narrow selection of words as they predict how these words will be used in the upcoming text.

Furthermore, Allen and Lardaker (2005, p. 21) say that Predict-O-Gram is a set of words taken from a text you are planning to read with your students or assign for independent reading. Students are given a list of words and asked to use their background and knowledge of the text to predict how those words might be used subsequent reading. According to Fost et.al. (2009, p. 155-156), Predict-O-Gram strategy can be used for students from elementary and middle/high school.

This study is supported by Oktavia (2012) who found that to figure out whether Partner Prediction and Predict-O-Gram can improve subject's reading comprehension. The results of this research showed Partner Prediction and Predict-O-Gram could improve reading comprehension of the eleventh grade students at SMA Pertiwi 2 Padang . Reza (2011) The objective of the study was to find out whether or not there was a significant difference on students' reading

comprehension taught using Jigsaw combined with Predict-O-Gram. The result of this study has proven that students could increase their ability in reading.

Based on the explanations above, the researcher was interested in conducting a research entitled “ Teaching Narrative Reading by Using Predict-O-Gram Strategy to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang.”

### **1.2 Problems of the Study**

The problem of study is formulated as follows:

1. Is there any significant improvement on the eighth grade students narrative reading taught by using *Predict-O-Gram* at SMP Muhammadiyah 1 Palembang before and after treatment?
2. Is there any significant difference on the eighth grade students narrative reading between those who are taught by using *Predict-O-Gram* and those who are not at SMP Muhammadiyah 1 Palembang?

### **1.3 Objectives of the Study**

Based on the problems of study above, the objectives of this study are:

1. to find out whether or not there is a significant improvement on the eighth grade students narrative reading taught by using *Predict-O-Gram* at SMP Muhammadiyah 1 Palembang before and after treatment.
2. to find out whether or not there is a significant difference on the eighth grade students narrative reading between those who are taught by using *Predict-O-Gram* and those who are not at SMP Muhammadiyah 1 Palembang.

### **1.4 Significance of the Study**

This study is expected to give valuable input and contribution to some parties, as follow:

First, for the teachers of English, this study is expected as an alternative teaching method in shoving students' narrative reading and make the reading process more effective and interesting. Second, for the students, they can develop and improve their narrative reading achievement by using *Predict-O-Gram* and are expected to be more motivated in narrative reading. Third, the writer are expected to get more knowledge and experiences in doing this research, especially about teaching narrative reading by using *Predict-O-Gram*. Finally, for the other researchers, it is expected to be beneficial for further study on narrative reading field.