CHAPTER 1

INTRODUCTION

This chapter presents background of the study (research), research problem, research objective, significance of the research, scope, limitation of the research, definition of key terms, and research paper organization.

A. Background of the Study

Some research nowadays shows that children who do not learn the basic reading early are unlikely to learn it at all. They will not easily master other skill and knowledge's. They are unlikely to ever flourish in our school life. When many children do not learn to read, the public schools cannot and will not be regarded as successful schools. Moats, (1999: 5) defines that reading is the fundamental skill upon which all formal education. Reading is very important thing in our life including in the school. We will get many things from it. Flynn (2006: 42) stated that reading is important activity but not an activity to carry out for its own sake, however it can access information that is in the text".

It means that reading is the key of getting everything there is no success without reading. It can help everybody to make his live better in the future.

Reading is one of important skills in English. According to Patel and Jain (2008: 113), "Reading is an important activity in life with which one can update his/her knowledge". That is why we must learn more in reading, because reading is a skill that covers all of components in teaching English. For example, when we

read of course we will get many words and automatically we will study about grammar, pronunciation and etc. So, many advantages we get when we read. If we have many words and we know about grammar, we can be a good writer, if we read automatically we study about pronunciation too. As you know that, in speaking we need a good pronunciation and in listening we need so many word too to know what their meaning.

In reading narrative text the students must be able to analyze the characteristic of narrative text. The characteristic of narrative text involve: character, setting, even, of plot and theme. There are many types of narrative; they can be imaginary, factual or combination of both. They may include fairy stories mysteries, science fiction, romance, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballades, slice of and personal experience, (Pratyasto, 2011:32).

Teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Objective of the teaching reading skill is stated in the school based curriculum (KTSP) as elaborated in Standard Competence for Junior High School. The objectives is " Students are able to understand interpersonal and transactional meaning in written form, formally and informally, in recount, narrative, procedure, descriptive and report text of daily activities context" . To be more specific, the students are expected have skills in understanding reading narrative text. One of them is narrative text. Narrative text is a story that is

created in a constructive format that describes a sequence of fictional or non-fictional events.

The researcher would like to practice Five W's Stars Diagram Method for students' achievement in reading narrative text. It is the way which actually gives the words that closely related to the "theme" provided. This technique will help the students to easier understand in paragraph of narrative text.

This study is conducting to understand in reading narrative text. Therefore, corresponding to the above facts, the researcher is highly motivated to improve the eighth grade students of SMPN 1 Sumbergempol achievement in reading by using Five W's Stars Diagram in narrative text.

Based on the preliminary study through the interview with the English teacher and the result of preliminary test of the eighth grade students of SMPN 1 Sumbergempol, there were some problems faced by the students in joining reading class, especially it was about Narrative text. Firstly, it was difficult for them to understand about what they read. Secondly, they did not have a good ability to answer the questions from text. Thirdly, they did not master many vocabularies well. The last, they did not pay attention during the teaching and learning process. Therefore, they were not interested in reading. In addition, it was difficult for them to improve their ability in reading. But in the real condition, teaching reading still faces some problems. From the four problems and the result of preliminary test, the researcher conclusion that they really have a weakness in terms of reading, especially in narrative text. So, the researcher has the motivation to improve their reading ability by using Five W's Stars diagrams.

Graphic organizers, especially for the Five W's Stars Diagram can help students to understand the relationship between various pieces of information that they may have otherwise failed to identify. Such organizers are particularly useful in helping students grasp abstract concepts knowledge evaluation. To ask students to complete graphic organizers allows instructors to evaluate the student's prior knowledge of a subject. As a result, teachers can make strategic decisions regarding how to most effectively present to students' additional information relating to the subject at hand (Nikolai, 2009). The researcher chooses this method because she believes that the students can understand in reading of narratives text easily with simple way. It is understanding who, what, where, when, how of the story.

Based on the description above, the researcher is interested to conduct a research entitled "Improving the students' Ability in Reading Narrative Text by Using Five W'S Stars Diagram at SMPN 1 Sumbergempol in the Academic Year 2015/2016".

B. Formulation of the Research Problem

Based on the background of the study above, problem of the study can be formulated as follows:

"How can Five "W'S" Stars Diagram to improve the students' ability in reading narrative text at SMPN 1 Sumbergempol?"

C. The Purpose of the Study

Based on the researcher problem, the study is formulated as follows: "To improve students' ability in reading narrative text by using Five "W'S" stars diagram at SMPN 1 Sumbergempol."

D. Significance of the Study

This researcher is expected to give contribution for:

1. The English Teacher

    It can be used to improve his/her knowledge on the use of various strategies in teaching reading.

2. The other researcher

    It facilities them to be a researcher in conducting further studies about the story Five W's Stars diagram to improve the students' reading ability in reading especially reading narrative text.

E.   Scope and Limitation of the Research

The scope of this research is about reading text. Limitation of study: This study only focused on the use of story strategy Five W's Stars Diagram used in teaching reading at SMPN 1 Sumbergempol in the academic year 2015/2016. The subject of this research is limited to the eight grade students of SMPN 1 Sumbergempol.

F.   **Definition of key terms**

To avoid understanding about the terms in this research, the terms of this research are defined as follows:

1. Reading is more than just knowing a lot of word, in other words reading is influenced by situational factors.

2. Narrative text is text that tells a story narrative text is a story and in doing so, certain the audience. Narrative text is kinds of the text that consist of story, or story text. Narrative is one of the text types that junior high school students learn in their English classroom.

3. Five W's Stars Diagram is a type of graphic organizer that let the student think about and list the "Who, When, Where, What, and Why" of a story or event in a simple visual way. The why variable can be interpreted in many different ways, including why the event happened or why the event was important. Five W's Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme. For example, a star diagram can be used to create a graphic display describing all you know about dinosaurs (when they lived, what kinds there were, how big they were, what they ate, where fossils have been found, etc.)

G.   **Organization of the Study**

Chapter I is Introduction, it consists of background of the study, formulation of the research problem, purpose of the study, significance of the

study, scope and limitation of the study, definition of the key term and organization of the study.

Chapter II is theoretical background or review of literature. It consists of the underlying theories about Five W's Stars diagram reading in narrative text, and teaching narrative text.

Chapter III Research Method, this chapter discusses the methodology used in conducting this research. It presents the research design, setting and subjects of study, research procedure, preliminary study, planning, implementing, observing and reflecting on the action.

Chapter IV Research Findings and Discussion, this chapter presents the research findings and the discussion. The research findings are based on the data obtained during the teaching of reading using Five "W'S" Stars Diagram, and the discussions are based on the research findings.

Chapter V Conclusions and Suggestions, this chapter discusses the conclusion and the suggestion based on the research findings and discussion.