# CHAPTER I

# INTRODUCTION

In this chapter the researcher presents about some points that related to this research. There are include background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

## A. Background of the Study

One of the important skills in foreign language teaching is reading. Learner must be able to comprehend the text in the target language that they learn. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

Reading means to understand the meaning of printed words, example written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students

regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of adding and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

In addition, reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information message with previous knowledge to arrive at meaning at an understanding. Reading is interactive process as conversation, because both reader and writer depend on each other. The interaction is complicated by the fact that the writer is absent at the time of reading; so he gets no feedback and can not know what parts of her text will cause misunderstanding. He has to guess and shape the text accordingly, but as he never knows who the readers will be, he will never completely succeed (Nuttal, 1996:11). Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it (Grellet, 1999:7). So, reading is connecting the information with previous knowledge between the reader and writer.

Silent reading is the most important type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words, can recognize and pronounce words accurately. Silent reading enables the students to read without making sounds

and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

The main purpose in mastering reading is comprehend the text. When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts.  Comprehension is the understanding new information in light of what we have already known (Ngadiso, 1998:2). This thing will make the students more successful in applying and improving everything that had been learned and understood.

Comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful' (National Reading Panel, 2000). Reading comprehension is the goal instruction in reading and recognition is a means to help achieve that goal (Choate, 1995:153). Reading comprehension is an activity to gain ideas and information specifically and generally from the text material. The purpose of teaching reading in any level of schools is focused on reading comprehension, many students get problem in reading comprehension.

There are many problems that learners have when they deal with reading comprehension. In this case some of the students do not master in vocabulary, some of the students are not able to answer the question based on the text, and students do not know the generic structure of the text. It has been found that less able comprehenders usually focus more on word accuracy rather than comprehension monitoring and generally have weak metacognition skills (Cain and Oakhill, 1999; Nation et al., 2005).

There are many ways that students demonstrate their understandings of texts. They locate and recall information, draw on the knowledge of text structures and text organizers, write short reflective responses, complete multiple choice questions, think deeply and express ideas verbally, complete descriptions, recognise causal relationships, make logical connections, interpret graphics and images and identify multiple points of view and specific details. Students with poor comprehension are generally poor at making inferences and integrating text information (Nation et al., 2005). They tend to read superficially, are less likely to participate in constructive processes and are unsure of when to apply their prior knowledge during reading (Cain and Oakhill, 1999).

In addition, research has shown that there are sources of comprehension problems that are independent of decoding (Williams, 2005). Researchers have also identified students who can not comprehend the text effectively in spite of successful decoding (Caccamise and Snyder, 2005; Duke, Pressley and Hilden, 2004). Learners who struggle with comprehension possess inefficient strategies and use them inflexibly. They are usually unaware of what good comprehenders do and need to be shown how and when to apply a small drama of comprehension strategies. Providing students with explicit instruction in comprehension strategies can be an effective way to help them overcome difficulties in understanding texts (Graham and Bellert, 2004). The more explicit of comprehension strategy and self-regulatory instruction, the higher the likelihood that the learner will make significant gains in comprehension

(Manset-Williamson and Nelson, 2005). As learners become more competent and confident of their comprehension, the less support they require from the teacher (Duke and Pearson, 2002).

Based on the preliminary study in MA Al-Hikmah Langkapan Srengat Blitar the researcher found that, the most of the students in eleventh grade especially in XI-B could read the passage aloud, but they did not understand the content of the text. It is caused by several factors, such as: students just read text without comprehend it and they are lack of vocabularies. Moreover, students has difficult to make summarise of the text, because they do not got the main idea of the text, so they tend to write all the text. Then the students also have low motivations, because in the learning process the teacher only focused on one strategy. This case becomes a consideration for her to look for the solution and not only make the students can read a passage well but also comprehend in reading a passage. They can understand the content of the passage, make a summary of a passage after they read, and answer the following questions well.

The students should have a motivation, because motivation is great importance when reading. Most of what we usually read is what we want to read (books, magazines, advertisements, etcetera), but also because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answer to a number of questions and specific information or ideas we are interested in. The interaction among students during reading section will set up the class more active and alive, it will be

better to give variation in teaching reading comprehension by using strategy. Learning certain language by using several methods, techniques, and strategies are more helpful to reach the comprehension of language itself.

Teaching reading sometimes makes the teacher feel difficult about how to teach. There are some strategies for teaching reading comprehension such as Reciprocal Teaching, Get the Gist, Fix-Up, Directed Reading Thinking Activity (DRTA), Somebody Wanted But So (SWBS) strategy etcetera. In this case the researcher chooses one of that strategies, it is Somebody Wanted But So (SWBS) strategy. That strategy is easily for teacher to teach reading comprehension. Somebody Wanted But So (SWBS) strategy is a great way to guide students to give a summary and not a retell. The fiction stories can be summarized with Somebody Wanted But So (SWBS) strategy.

Somebody Wanted But So (SWBS) is the strategy helps students understand the various plot elements of conflict and resolution (Macon, Bewel and Vogt Prezsler, 2006). Either during reading or after reading, students complete a chart that identifies a character.

Student identification of plot elements, such as conflicts and resolutions can be facilitated by the use of the Somebody Wanted But So (SWBS) strategy. With SWBS strategy, the students complete a chart by creating SWBS statement that identifies a character, the character's goal or motivation, a conflict that disturbs the character, and the resolution of the conflict. The chart has four column headings:

**Table 1:1 Table Somebody Wanted But So (SWBS) strategy**

| Somebody (Orientation) (Character) | Wanted (Orientation) (Goal/Motivation) | But (Complication) (Conflict) | So (Resolution) |
|---|---|---|---|
| Who is the main character? | What did that Somebody want? | But what was the conflict? | So what did the main character do to resolve the conflict? |

So, Somebody Wanted But So (SWBS) is a graphic organizer tool for examining a piece of narrative writing. It allows the writer to summarize the elements of a story and develop the summary into a retelling of the story.

Based on the explanation above, the researcher were conducting classroom action research in MA Al-Hikmah Langkapan Srengat Blitar and implement Somebody Wanted But So (SWBS) strategy especially in narrative text because this strategy was suitable with generic structure of narrative text that contain of orientation (Somebody Wanted) , complication (But) and resolution (So). This school selected because the researcher interest to solve the problem related to the students' reading comprehension and low motivation found in eleventh grade especially XI-B. This research entitled Improving Student's Reading Comprehension in Narrative Text through Somebody Wanted But So (SWBS) Strategy of the Eleventh Grade at MA Al-Hikmah Langkapan Srengat Blitar.

**B. Formulation of the Research Problem**

Based on the background above, the problem can be formulated as follows. How can the student's ability of reading comprehension in narrative text be improved through Somebody Wanted But So (SWBS) strategy of the eleventh grade at MA Al-Hikmah Langkapan Srengat Blitar?

**C. The Purpose of the Study**

Based on the formulation problem of the study is describe To know reading comprehension in narrative text can be improved through Somebody Wanted But So (SWBS) strategy of the eleventh grade at MA Al-Hikmah Langkapan Srengat Blitar.

**D. Significance of the Study**

The researcher can state significance of the research for others who potentially take  the advantage of her study for teacher, students, and the future researchers.

The study is expected to have contributions to:

1. For the teachers

It is expected this strategy will inspire the teacher to improve their knowledge about Somebody Wanted But So (SWBS) strategy for teaching English especially in teaching reading comprehension.

2. For the students

The result of this study will give new experience for the students in learning activity and also motivate them to learn English especially in reading comprehension.

3. For the further researchers

It can be references to conduct a study with same topic. So, the future researcher can make their studies more complete and better.

## E. Scope and Limitation of the Study

Based on the identification above, the strategy used in this study is Somebody Wanted But So (SWBS) strategy which is focus on reading in comprehending a story. The reason why the researcher focused on this problem because it was the prior reading problem faced by most of the students at eleventh grade, especially in XI-B of MA Al-Hikmah Langkapan Srengat Blitar in academic year of 2015/2016 that contain of 23 students, 6 male students and 17 female students. Based on the school syllabus and the recommendation from the teacher, the researcher focused the study on narrative text.

## F. Definition of Key Terms

1. Reading comprehension is viewed as the process of using individual prior knowledge and the writer cues to infer the author's intended meaning (Judith, 1986)

2. Somebody Wanted But So (SWBS) strategy is used during or after reading (MacOn, Bewell & Vogt, 1991, Beers, 2003). It provides a framework to use when summarising the action of a story or historical event by identifying key elements. The strategy also helps students identify the main ideas, recognise cause and effect relationships, make generalisations, identify differences between characters and look at various points of view. It is more often used with narrative text, because suitable with generic structure of narrative text. For example SWBS can be used to summarise the goal or motivation, conflict, event or barrier of a historic or contemporary character or group of people.

3. Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Curriculum 2004).

## G. Organization of the Study

This part is intended to present systematically the organization of the study. This part shows how the research report is presented. It generally covers all aspects covered in every chapter of the thesis (study) starting from Chapter I until Chapter V of the study. The organization of the study covers the following chapters are;

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

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

Chapter II Review of Related Literature, this chapter presents related literature dealing with nature of reading, types of reading, reading comprehension, types of reading comprehension, the factors that influence reading comprehension, teaching reading, strategies for teaching reading, Somebody Wanted But So (SWBS) strategy, strategies teaching Somebody Wanted But So (SWBS), narrative text and previous studies.

Chapter III Research Method, in this chapter, the researcher will presents research method concerning to the research design, subject and setting of the study and procedures of the study each of them is presented in the following discussion.

Chapter IV Findings and Discussion, in this chapter, the researcher presents the research findings and discussion. The research findings are based on the data obtained from preliminary study and during teaching reading comprehension through Somebody Wanted But So (SWBS) strategy and the discussions are based on the findings.

Chapter V Conclusions and Suggestions, in this chapter present the conclusions and suggestions. These conclusions are based on the result of the research findings and discussions as explained in the previous chapters. The suggestions are extended to the teachers who teach reading comprehension, to the students and to other researchers who are interested in conducting research related to reading comprehension.