CHAPTER I

INTRODUCTION

This introduction present and discusses (1) background of the study; (2) Research of the problem; (3) objective of the study; (4) scope and limitation; (5) significance of the study; (6) definition of the key terms.

1.1 Background of the research

Reading is an important skill in learning English especially in countries where English as a foreign or second language (EFL/ESL). Browton in Nursucianty (2007:1) states that reading is very important to the students because reading helps to solidify the students' grasp of vocabulary, structure, and complements of other language skills. Reading is necessary when students continue their study, especially at the university level. They need good reading skill for acquiring knowledge and learning new information.

The existence of the importance of reading will hopefully continue to increase our knowledge in the future (Fitriyaningsih,2009:1). Nevertheless, there are still many people who never interest to read the books. So, they are rarely to do reading activities. Reading activities may help students develop other their language skills.

Krashen and Carrel (1983:131) stated that reading is one of English language skills which can serve as an important source of comprehensible input and may take a significant contribution to the development of overall proficiencies.

The students did not have enough background knowledge about the text because they were live in village from western story and they never hear or read before which different culture with them has. Therefore, students confused to the material because they lack of experience or poor prior knowledge about the reading text. The good readers combine the knowledge of the language (grammar and vocabulary) and know`1ledge of the world (background knowledge) through the use of reading strategies (Eskey,1988; Carrell,1988).

Narrative texts can be used to improve students' motivation in reading. According to Alderson (2000: 63-65), what causes difficulty in texts is the way the text is written; it styles or that make one text different from another.

The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualization in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers did not feel discouraged. Furthermore, one purpose of narrative texts is to

entertain. Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students motivation.

Based on pre observation activity conducted by the researcher found that the students did not pay attention to the teacher explanation and they did not focus toward Reading material. Therefore, students could not appear their brainstorming before reading the text, so that they could not understand about what they read. Then, students got problem to determine the idea in the text. They find difficulties to search information in each paragraph.

To students must be able to master English language and they need a competence in understanding the English text. It means that reading is very important skill in learning English. It is supported by Saukah (2002:17) who says that'' Reading is the most important language skill to be devoted in the teaching and learning process''.

For teaching narrative, the students will be more interested and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading. In order to master reading skill, a teacher as an educator has to use good method in teaching learning process.

1.2 Research of the problem

Based on the description of the study above, the writer would like to make research of the problems. The problems that are discussed in this study can be stated as follows:

1.2.1   How does the teacher teach narrative text?

1.2.2   To what extent does the teacher apply the theory of teaching reading?

1.2.3   To what extent does the teacher apply the lesson plan?

1.3 Objective of the study

The objectives of study are:

1.3.1   To know what the teacher in teach narrative text.

1.3.2   To know to what extent does the teacher applies the theory of teaching reading.

1.3.3   To know to what extent does the teacher applies the lesson plan.

1.4 Scope and limitation

The study is limited to discussion about reading skill the students grade eight and how teacher to use lesson plan in teaching narrative text of reading classroom.

1.5 Significance of the study

The significance of the study is as follows:

1.5.1   For the English teacher that is, to describe students' weakness in teaching English, especially in narrative text for reading achievement, as positive feedback for English to improve their student in teaching learning process.

1.5.2   For the students wanted to simplify and happiness in a foreign language in order not to get bored to read the narrative text and recalled easily in narrative text for students MTS. Because facilitate students to read and understand.

1.6 Definition of the key terms

1.6.1 Narrative form text

A narrative (or story) is any account that presents connected events,[1] and may be organized into various categories: non-fiction (e.g. New Journalism, creative non-fiction, biographies, and historiography); fictionalized accounts of historical events (e.g. anecdotes, myths, and legends); and fiction proper (i.e. literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in drama the events are primarily being shown instead of told). Narrative is found in all forms of human creativity and art, including speech, writing, songs, film, television, video games, photography, theatre, and visual arts such as painting (with the modern art movements refusing the narrative in favor of the abstract and conceptual) that describes a sequence of events.

1.6.2 Reading

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill