

CHAPTER I

INTRODUCTION

This chapter presents a discussion of some issues related to the topics of the study. The background of the research, problem of the research, purpose of the research, significance of the research, operational definition, scope, and limitations of the research.

1.1 Background of the Research

In this era, we need to learn English. English has an important role when someone communicates with people who have different languages. Since English has become an international language, in every country there must be people who master English, especially students. As we know, English is one of the compulsory subjects for students in elementary school to college.

In learning English there are four skills, namely listening, writing, reading, and speaking. One of the four important skills is a reading skill. Reading includes activities to absorb the main idea of the reading text to get certain information. According to Hidayat & Nurinayah (2018, p.1), reading is also an activity to gain the main idea or topic from the texts as well. From the above definition, by using a good understanding of reading skills, students can gain information or knowledge from the texts they read.

To understand a text, the teacher needs a strategy to help students understand the reading text. The strategy is used to find out whether the strategy can solve the problem of the phenomenon. One strategy that the researcher wants

to introduce to students is narrow reading. Narrow reading occurs when students read a set of material that is similar such as a series of books by a single author.

A related study by Cho et al. (2005, p.1), focusing on the effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language notes that narrow reading, it is said, has the advantage of providing developing readers with a familiar context, i.e., familiar background knowledge that helps make the text easier to understand. That's because narrow reading also has the advantage of repeated exposure to the same vocabulary. Stephen Krashen is a proponent of narrow reading. According to Zhahrah et al. (2019, p.1), focused on the effect of narrow reading on reading comprehension of class XI students of SMAN 1 Srono in the 2018/2019 academic year. In their study, they proved that there was a significant influence on students' reading comprehension ability.

However, in a study by Kang (2015) which focused on promoting L2 vocabulary learning through narrow reading, the researchers found that narrow reading greatly facilitates students' understanding of the meaning of target words and their ability to use them appropriately. This is quite interesting because this study discusses how reading-focused vocabulary practice is more effective in improving target vocabulary.

Moreover, it would be more intriguing if I as the researcher, talked about how using narrow reading has improved students' reading comprehension in SMA Muhammadiyah 3 Jember. The comprehension that will be examined for effectiveness in this study is literal and interpretive reading, namely literal in terms of content and interpretive in terms of conclusions. This study focuses on the implementation of narrow reading in teaching reading comprehension of

narrative texts for high school students, especially for eleventh grade using the quasi-experiment method.

In contrast to the previous study which only examined narrow reading strategies for fourth-grade students, learning English as a foreign language in Korea with the treatment using authentic texts. This recent study aims to focus on the use of narrow reading on students' reading comprehension.

1.2 Problem of the Research

This research is conducted to answer the following problems:

Is there any significant effect of using narrow reading on students' reading comprehension at eleventh grade of SMA Muhammadiyah 3 Jember?

1.3 Purpose of the Research

The purposes of the research are:

To investigate whether there is a significant effect of applying narrow reading on students' reading comprehension at the eleventh grade of SMA Muhammadiyah 3 Jember.

1.4 Operational Definition

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. The terms that are necessary to be defined operationally are reading comprehension and narrow reading.

1.4.1 Reading comprehension

Reading comprehension is an ability whose focus is to determine students' knowledge or skills in reading narrative text.

1.4.2 Narrow reading

Narrow reading is an approach to second-language reading. Narrow reading is reading several texts that focus on one topic or one author's work. In the treatment, readers can choose two similar texts provided by the researcher.

1.5 Significance of the Research

The findings of this study can theoretically improve reading instruction theories. Also, practically, the findings of this research are helpful for:

1. Students' feedback to enhance reading comprehension abilities.
2. Using English teachers as feedback to develop their abilities.

1.6 Scope and Limitations of the Research

The research focused on literal and interpretative reading comprehension of the students. In this research, the researcher used a quasi-experimental design with the sample was the 11th grade of SMA Muhammadiyah 3 Jember. The treatment that the researcher wants to know is narrow reading as an activity in the teaching-learning process and used narrative text to know the effect on the students' reading comprehension in the 11th grade of SMA Muhammadiyah 3 Jember.