

CHAPTER I

INTRODUCTION

1.1 Background

Based on the curriculum, there are four language skills which need to be learnt by the students, i.e listening, reading, speaking, and writing. In addition, Johnson (2008:278) mentions 2 conventional ways of dividing these four skills up. The first way is by dividing these skills into the medium: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing). Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills (Harmer: 1989).

According to Nunan (2003: 69), reading is an essential skill for learners of English as a second language. Reading has become an important part of language teaching. It is not a favorite activity for most of students. Therefore, English teachers should find an appropriate strategy to improve students reading comprehension. The strategies must be suitable with condition of the class and the ability of the students. Also, the strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. In the current curriculum- School based curriculum (Kurikulum Tingkat Satuan Pendidikan) there are several texts which are ought to be learnt

by high school students in Indonesia. According to the Standard of Competence and Basic Competence in the current curriculum 2006, some of those texts are procedure, descriptive, argumentative and narrative text. Among the texts which are mentioned above, narrative text is considered as the most interesting text. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson: 2003). The text consists of orientation, complication, or problems and resolution. The students are expected to understand the text. But sometimes they cannot reach that goal and cannot find the main ideas of the text.

Nowdays, Teaching reading comprehension through narrative text is not easy. Because at school, while a teacher teach the students they cannot catch what is the the text tell about. They need more time to read the whole text, and they still need a long time to understand what the text tell about. It seem like we are working two times for a same thing. Sometimes, they can read the text, but do not understand at all about it.

From the explanation above, the researcher would like to propose one teaching technique which has been shown to be a beneficial teaching technique in improving students' understanding of narrative text, that is by using THIEVES strategy (Title, Headings, Introduction, Every topic sentence, Visual, End of the text, and Summary). This strategy will help the students with comprehension by allowing them to preview the text structure in an organized manner. This pre – reading strategy will allow students to “steal” information before they actually begin reading the chapters.

1.2 Problem of the research

Based on the background of the research, the problem of the research is formulated as follows:

1. How can THIEVES Strategy improve students' reading comprehension of narrative text at SMAN 1 Kunir?
2. How can THIEVES Strategy improve students' active participation in teaching and learning process at SMAN 1 Kunir?

1.3 Objective of the research

The objective of this research is formulated as follows:

1. To improve students' reading comprehension of narrative text by using THIEVES strategy at SMAN 1 Kunir in academic year 2017/2018.
2. To improve students' active participation in the class using THIEVES strategy at SMAN 1 Kunir in 2017/2018 academic year.

1.4 The operational definition

1. Reading Comprehension.

Reading comprehension is the act of understanding text. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

2. THIEVES Strategy

THIEVES Strategy is a strategy to make students understand a text easier by pre – viewing the text. So the students can get the point

information before they read the whole of the text. This strategy can be used in nonfiction text such as; letters, diaries, advertising and propaganda, descriptions, explanation, instructions, tables, forms, arguments, reports, notice and signs, catalogs and directories. And the word THIEVES stands for Title, Heading, Introductions, Every first sentence, Visual and vocabulary, Ends of text and Summary.

3. Narrative Text

Narrative text is a story with complication or problematic events and there is a resolution to solve the problem. The purpose of narrative text is to amuse or to inform a story in the past to the readers. For example fable, myth, legend, fairytale, etc. It has a generic structure; orientation, complication and resolution.

1.5 Significance of Research

a. For Teacher

THIEVES Strategy can help English teachers applying appropriate strategy in teaching narrative text to the students of X Grade and providing the active learning, creative, effective, innovative, and fun for students in the class.

b. For student

It can improve students skill in learning reading comprehension in order they have good reading after they learn using THIEVES Strategy and to motivate the students to be more interesting in understanding narrative text.

c. For Reader

This research is hoped that it can give more beneficial information knowledge to all readers.

d. For other researcher

This research can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency, especially to teach narrative text. And it is useful as source of information for further related studies.

1.6 Scope of the Research

In accordance to importance of research, the researcher focuses on the use of THIEVES Strategy in improving students' reading comprehension through narrative text. The research will be conducted to the tenth grade at SMAN 1 Kunir.

