

CHAPTER I

INTRODUCTION

This chapter presents: (a) background, (b) problem of the study, (c) objective of the study, (d) significance of the study, (e) hypotheses of the study, and (f) criteria of testing the hypotheses.

A. Background

Language is practically defined as a characteristic of the human being. It has an important role for human life because through language people can express their ideas, emotion and desires. According to Brown (2000, p. 5), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.

As one of the international languages, English has been considered as the actual universal language without any doubts. According to Crystal (2003, p. 1) English is as a global language, which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people.

According to Richards and Renandya (2002, p. 1), English in different parts of the world where it is not a native language may have the status of either a “second” or a “foreign” language. In the former case, it is language that it is widely used in society and learners need to acquire English in order to survive in

society. As the matter of facts, in TEFL, there are four language skills that should be mastered, listening, speaking, reading, and writing. One of the language skills, reading is an important skill that needs to be developed in learning and teaching activities because people get many knowledge and information by reading. Medina (2012, p. 81) says that for academic purposes, reading is important because it is one of the most frequently used language skills in everyday life to get the information. Reading also has important function for the students in education field. In relation to teaching reading comprehension, some genres of the texts are usually applied by the teachers, especially for the teachers of the eighth grade of SMP in second semester and one of them is narrative text.

According to Wahidi (2009, p. 7), narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic the events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Many students have problems in comprehending the reading text, especially the narrative texts. Based on preliminary study conducted on February 8th, 2015, it was found out that the eighth grade students of SMP Muhammadiyah 4 Palembang had difficulties in learning the narrative text. Through observation and interview, the researcher find out that the students cannot find the main idea, or get the information from the narrative texts, and as well as guess the meaning easily, because they don't know a lot of vocabularies. That is why, it tends to make them confused to complete the narrative text reading exercises. Moreover, they were not really enthusiastic in following the lesson given only some of them

were active. Besides that, they had poor vocabulary, that is why, they couldn't understand the content of the text and find the information inside the text easily. These are the reasons why the eighth grade students' reading comprehension score is quite low.

To overcome these problems, it is suggested that a teacher has to use a good and interesting method in teaching learning process. One of the methods is window notes strategy. Silver, Strong, and Perini (2007, p. 207) state that window notes strategy is the strategy in which students use a powerful note of framework that helps them deepen comprehension by thinking as they read and learn, and it is used to develop the capacity to reflect on and improve their performance.

Moreover, Waterman (2010, p. 109) state that this strategy may motivate students to record information from a variety of learning styles. This strategy of note making asks students to focus on the facts and concepts embedded in the information (mastery), how they feel about that information (understand), what questions they have about it (interpersonal), and what ideas come to their minds that they might draw to remember the topic (self expressive). This strategy not only about how the students understand and explain their opinion into four specific areas but also this strategy asks students to use their power of thinking to express themselves so that the students can combine between the opinion and their learning style that rising big ideas. Window notes strategy has two additional benefits. First, it has proven especially effective with reluctant and at risk learner. Second, it provides teachers with deep insight into how each students' mind work.

Based on the reasons above, the researcher was interested in doing the research entitled “Teaching Reading Narrative Text by Using Window Notes Strategy to the Eighth Grade Students of SMP Muhammadiyah 4 Palembang”.

B. Problem of the Study

Based on the general background of the study above, the problem was formulated as follows “Is there any significant difference on the eighth grade students’ reading comprehension taught by using window notes strategy and those who were not at the eighth grade students of SMP Muhammadiyah 4 Palembang?”

C. Objective of the Study

Based on the problem above, the objective of this study was to find out whether or not there is a significant difference on the eighth grade students’ reading comprehension taught by using window notes strategy and those who were not at the eighth grade students of SMP Muhammadiyah 4 Palembang.

D. Significances of the Study

The researcher believes that this study can give valuable input and contribution to some parties, as follows:

1. Eighth Grade Students of SMP Muhammadiyah 4 Palembang

If they apply this study, they understand how to comprehend reading text, especially in narrative text. The students get more motivation in studying English

by using window notes strategy especially in reading comprehension since it is interesting and enjoyable.

2. Teachers of English at SMP Muhammadiyah 4 Palembang

They get valuable information of the effectiveness of teaching reading comprehension by using window notes strategy. The teachers of English can read the results of this research and get a new strategy in teaching reading comprehension.

3. Next Researchers

Next researchers will get more knowledge and experience in doing this research, especially about teaching reading comprehension by using window notes strategy. Next researcher will be able to know the level of students' motivation and weaknesses when they are learning reading.

E. Hypotheses of the Study

The researcher proposes two hypotheses in this research. They are null hypothesis (H_0) and the alternative hypothesis (H_a).

1. (H_0): There is no significant difference on the eighth grade students' reading comprehension taught by using window notes strategy and those who were not at the eighth grade students of SMP Muhammadiyah 4 Palembang.
2. (H_a): There is a significant difference on the eighth grade students' reading comprehension taught by using window notes strategy and those who were not at the eighth grade students of SMP Muhammadiyah 4 Palembang.

F. Criteria of Testing the Hypothesis

To prove the research problem, testing research hypothesis was formulated as follows:

1. If the p-output (Sig.2-tailed) was lower than 0.05 level and t-value was higher than t-table 1.673 (with df-56), the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_a) was accepted.
2. If the p-output (Sig.2-tailed) was higher than 0.05 level and t-value was lower than t-table 1.673 (with df-56), the null hypothesis (H_o) was accepted, and the alternative hypothesis (H_a) was rejected.