

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of English skills that must be acquired by students because by reading they can get much useful information for them. Reading is also known as a receptive skill that provides students with opportunities to study about how to identify the main idea, to find the factual information in supporting details, to determine pronoun references, and to learn new vocabulary. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. It means that reading is a result of the interaction between the perceptions of graphics symbols that represent language and reader's language skill, cognitive skill, knowledge of world and so on. Brown (2001: 312) states that there are two types of classroom reading performance, those are oral and silent reading. Oral reading is preferred to the beginning level. At the beginning and intermediate level, oral reading can serve as an evaluative check on processing skills, double as pronunciation check, and serve to add some extra students' participation while silent reading is better to the advance one. Silent reading can be subcategorized into intensive and extensive reading.

When the students are learning the English especially in reading comprehension, they still have some difficulties, such as in understanding the

meaning of the message either in words or sentences. It means they cannot understand the important information in the passage.

In educational context, reading comprehension is clearly important to measure the student level of achievement and to measure their understanding toward the subject that being tested. Moreover, at the end of each semester the type of test that are being administered to the student are mostly in the form of reading test whereas the student needs to understand the question, the instruction, and the objective test that provided to them. The researcher believed that in this circumstances the student needs to utilize their reading skill to the fullest in order to answer each questions and to pass the test itself. This makes student's reading comprehension as a necessary skill to develop in teaching and learning process of English subject. However, the reality is different from expectation as students advance to the next level their reading comprehension is stuck in a mediocre state. This issue can be seen from a junior high school student which is found to have a lack of comprehension to understand the text that they have read. In addition, the researcher also discovered this issue while doing a pre-observation in the targeted school. After briefly interviewing the Junior English teacher there; The researcher found that most students werw not able to comprehend their reading text and in this case narrative text.

The researcher took interest to research in this school based on the pre-observation. In this point, the researcher is going to apply a strategy called Magnet Summaries Strategy. According to Buehl (2014:140) states that

Magnet Summaries assists students to figure out the details from the text and make a summary based on the details by using their own words. Moreover, Prezsler (2006:20) states that Magnet Summaries strategy is a kind of strategy that helps students expands on key terms or concepts from reading.

The researcher would like to know the students' reading comprehension in SMP Muhammadiyah 1 Pontianak by using Magnet Summaries. The researcher choose this strategy because of the following consideration. First, in Magnet Summaries the teacher must have the students involved in teaching learning process so that the students can be active too. Second, effective learning teaching process will improve students' reading comprehension. Third, in this strategy, teacher is not the center of learning process but more at as a facilitator and motivator.

Based on the explanation above, the researcher would like to propose a research entitled "The Effectiveness of Using Magnet Summaries to Teach Reading Comprehension on Narrative Text (A Pre Experimental Study to the Eight Grade of SMP Muhammadiyah 1 Pontianak in Academic Year 2015/2016)"

B. Research Question

1. Is Magnet Summaries effective for teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak?
2. How significant is Magnet Summaries effectiveness for teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak?

C. Research Purpose

According to the research question, the purposes of this research are to
Reveal:

1. Whether Magnet Summaries strategy is effective or not on teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak..
2. How significant the effectiveness of Magnet Summaries strategy on teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak.

D. Significance of the Research

The result of this research was not only to add information and theories but it is also useful for reinforcing teaching and learning process in school level of education especially in the area of motivating the student in learning English subject.

Moreover, this research have a lot of great benefits for the teacher in SMP Muhammadiyah 1 Pontianak in terms of adding information of uplifting the students interest in reading English text. Also, the student would gain a new type of experiences in learning English and presumably able to learn English feeling motivated and enjoy in the learning process from the beginning until the end of that process.

E. Scope of Research

1. Research Variables

Variables in quantitative research are best known as criteria or a distinctive feature that the researcher deliberately research on finding the effect between one variable to another variable Creswell (2012:13). Which means that variables have a role of becoming the main point of the research because without it this research will have no direction or goal to achieve. In addition, the research variables in this research are split into two Variables of Independent and Dependent Variable and the variables will be listed below

a. Independent variable:

The independent variable refers to the variable where presumably give effect to the dependent variable. In this research the independent variable is Magnet Summaries strategy

b. Dependent variable:

The dependent variable presents a variable in which it is affected by the independent variable. In this research the dependent variable is Students' Reading Comprehension".

2. Terminologies

To avoid any misconception or misinterpretation of terms in this research, some terms will be explained below:

a. Reading Comprehension : it means to understanding meaning of text and readers who comprehend with their reading they can get information, knowledge and even entertainment in written text form. In process of

comprehension there are aspects that need to be viewed such as Main Idea, Factual Information, Vocabulary, References, and Inferences.

b. Magnet Summaries : Is a strategy which teaches the students about how to make a good summary by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words.

c. The Eight Grade students of SMP Muhammadiyah 1 Pontianak are the students in the Eight Grade level. SMP Muhammadiyah 1 Pontianak located in Jl. Jendral Ahmad Yani

F. Research Hypotheses

A hypothesis is a tentative answer suggested as a solution to a problem as an explanation of some phenomenon. According to Singh (2006: 54), “the hypothesis is a tentative solution of problem.”

The hypothesis in this research as follows:

1. The Null Hypothesis

Null hypothesis is a solution that against the method applied. Therefore, the null hypothesis in this research is the Magnet Summaries is not effective for teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak.

2. The Alternative Hypothesis

Alternative hypothesis is a solution that accepts the method applied. The alternative hypothesis in this research is the Magnet Summaries is

effective for teaching narrative text to the Eight Grade student of SMP Muhammadiyah 1 Pontianak.

