

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a human communication tool in the form of the sound system produced by speech. It is an interaction tool used by humans in their daily life to share knowledge and communicate with others in the community using symbols of sound created by the speech organ.<sup>1</sup> There are various languages in every country and region with different languages, there is one language that is used and recognized by the whole world that is used as an international language, namely English.

English plays a significant role in the world, due to the fact that about two billion people and the majority of countries in the globe utilize English for communication. It is an international language referred to as the world's lingua franca, meaning the language used to communicate with each other between speakers of other languages.<sup>2</sup> Almost all corporate environments, educational environments, and even those around us use English, especially in term of doing business or work. In the education of Indonesia, English are important lessons to learn for students. Therefore, students can get wider information and knowledge which is come from different countries.

Students are advised to be capable to master the four fundamental English language abilities of speaking, listening, reading, and writing in learning English. The four English skills are divided into two types. The first is reading and listening, included in the category of receptive skill is

---

<sup>1</sup> A. Sirbu. *The Significance of Language As A Tool Of Communication*. Engineering Communication - English For Science And Technology. (Constanta, Romania: 2015), Vol. XVIII. P.405

<sup>2</sup> Melony Jacobs. *English Grammar Rules & Mistakes: Learn All of the Essentials: Writing, Speaking, Literature and Punctuation Rules Complete with 10 Key Skills and Over 200 Common Error Examples*. English Grammar Rules 101. (2019) p.16

the ability to understand language produced through hearing and reading. The second is writing and speaking included in the category of productive skill, the skill will create or produce a language in written or spoken terms, as understood through receptive skills.<sup>3</sup>

Reading is one of the four key abilities students must develop to learn English, as reading allows us to recognize what it means to language in written form. Students are taught different types and genres of reading texts in English classes. There are a variety of text genres, including narrative text that students learn in Senior High School. It is the kind of writing that tells a narrative chronologically and focuses on the elements of conflict and its solution.<sup>4</sup>

The researcher interviewed the English teacher at MA Al-Fathaniyah Kota Serang. According to the interview and the observation, the researcher has discovered facts about the difficulty of teaching English and the weakness of the students while learning English. First, almost all of the students had trouble understanding the materials were taught by the teacher. Second, students were bored in getting information because they were not interested in learning English. The last one, students still lack in reading comprehension because they have difficulty to understanding the content in their textbooks.

Therefore, to understand what is transmitted or discussed in a text, one needs to read with good comprehension. Students who have reading comprehension skills will learn knowledge that they not have known before. As a result, students need strategies to develop their reading skills. Therefore, in learning to narrative text, the researcher uses the "Predicting-

---

<sup>3</sup> Parupalli Srinivas Rao. The Importance Of Speaking Skills In English Classrooms. *Vs Publications Alford Council International English & Literature Journal(ACIELJ)*, (Al-Hasa: 2019) P.7.

<sup>4</sup> Sri Ade Fitria, Wennyta, Yanti Ismiyati. An Error Analysis of Using Simple Past Tense in Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi. *JELT: Journal of English Language Teaching*, Vol.6 No.1 (2022). P. 43

Activity-and-Confirming-Activity (PACA)" strategy. PACA is a reading strategy that can assist students in developing the foundational knowledge that students will demand to succeed before starting a reading task. Students use the PACA technique to make some forecasts according to the teacher's information knowledge.<sup>5</sup>

Predicting-Activity-and-Confirming-Activity (PACA) strategy is the activity that allows students to predict what the students are going to read and recognize the contents of the text. Predicting and Confirming Activity is the abbreviation for PACA. Predicting implies that something will happen, the function word predict is used to denote a relationship or activity. Whereas, confirming is to show as true or to inform someone that something has occurred or will occur.<sup>6</sup> Therefore, learning using Predicting-Activity-and-Confirming-Activity (PACA) Strategy towards students can affect students' reading comprehension of narrative text.

Furthermore, for this research, the researcher conducts a study of two classes, namely the control class and the experimental class. The researcher uses the experimental method to examine the result of both the control class and the experimental class, and whether there is a significant effect of the use of the PACA strategy on students' reading comprehension on narrative text. Considering the issues that have been explained, the researcher purposes to carry out a study with the following title: "The Effect of Predicting-Activity-and-Confirming-Activity (PACA) Strategy towards Students' Reading Comprehension on Narrative Text".

---

<sup>5</sup> Subur Laksmono Wardoyo. The Level of Discussion and Comprehension Abilities With Paca ( Predicting and Confirming Activity ) Among Post-Rsbi Junior High School Students in Mapel Civics in Semarang, *3rd Etlit Conference Proceedings*, (2014), P.720

<sup>6</sup> M. D. Bahang, Fitriani & Kamban. Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the Second Grade Senior High School. *Celebes Education Review*. (2019) P.27

## **B. Identification of the Problem**

According to the study's background information, the researcher was able to identify the following difficulties with reading at MA Al-Fathaniyah Kota Serang:

1. The students had trouble understanding the materials were taught by the teacher.
2. The students were bored in getting information because they were not interested in learning English.
3. The students still lack in reading comprehension because they have difficulty to understanding the content in their textbooks.

## **C. Limitation of the Study**

Researcher set research limitations; hence, the issue is:

1. Reading comprehension among students at Madrasah Aliyah Al-Fathaniyah Kota Serang
2. Using the Predicting-Activity-and-Confirming-Activity (PACA) reading comprehension approach when reading narrative texts
3. The Predicting-Activity-and-Confirming-Activity (PACA) Strategy's effect on readers' comprehension of narrative text

## **D. Formulation of the Problem**

In connection of the background of the problem above, the researcher asks the following research questions: "Is there any significant effect of Predicting-Activity-and-Confirming-Activity (PACA) Strategy towards Students' Reading Comprehension on Narrative Text?"

## **E. Objective of the Study**

In connection with the aforementioned research questions, the researcher plans to carry out this study as follows: The aim of this research

is to investigate any significant effect of Predicting-Activity-and-Confirming-Activity (PACA) Strategy towards Students' Reading Comprehension on Narrative Text.

## **F. Previous Study**

Before writing this study, the researcher also found several previous studies related to improving the quality of this research, some previous studies can be explained as follows:

1. *PACA (Predicting-Activity and Confirming-Activity) Reading Strategies to Promote Students' Teaching Strategy in TEFL 1 Class* by Ambarini (2018). Their study aims to look into how PACA reading is used technique to help students in the TEFL 1 course improve their teaching techniques. The PGRI University of Semarang's English Department fifth-semester students were chosen as the participants in their study. Out of the six TEFL classes, two are in English Departments are used as the study's sample. These two courses serve as the control group (5G) and the experimental group (5H) based on the outcome of the investigation, it was discovered that the experimental class's students were instructed using students who used the PACA reading strategy performed higher than those who didn't.
2. *Improving Students' Ability in Discussion and Comprehension Through PACA (Predicting-Activity and Confirming-Activity) Reading Strategy among the 8<sup>th</sup> Grade Students of SMP IT AL-Fikri Semarang* by Kadylov (2020). This study's objective is to ascertain the eighth-grade students at SMP IT Al Fikri Semarang's comprehension and discussion skills before and after teaching using the PACA reading technique. It also seeks to explain the importance of the different between the two approaches. The research is being conducted using a quasi-experimental design. The 8th grade at SMP IT Al Fikri in the academic year 2019–

2020 serves as the study's population. The research's sample consists of the VII A experiment class and the VII B control class. Purposive sampling was used in the study's sample selection utilizing the t test to analyze data. Based on the results, it was found that there were significant differences in the results of students who were taught using the PACA strategy and students who were not taught using the PACA strategy

3. *Improving Reading Comprehension Ability By Using PACA Strategy (Predicting-Activity and Confirming-Activity) Of The Tenth Grade At SMA Muhammadiyah 1 Trimurjo* by A. Abadi (2020). The purpose of this research is to find out whether the tenth grade at SMA Muhammadiyah 1 Trimurjo's reading comprehension can enhance using Predicting-Activity- and-Confirming-Activity (PACA) strategy. Two cycles of classroom action research (PTK) were carried out by the researchers. Planning, doing, watching, and reflecting make up each cycle. Thirteen students from class X at SMA Muhammadiyah 1 Trimurjo served as the study's subjects. Researchers employed observation, documentation, and testing (pre-test, post-test I, and post-test 2) to gather data. Together with English teachers from SMA Muhammadiyah 1 Trimurjo, this study was carried out. Based on result it can be concluded that reading comprehension skills will be improved by Predicting-Activity-and-Confirming-Activity (PACA) for students in the tenth grade at SMA Muhammadiyah 1 Trimurjo.
4. *Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the Second Grade Senior High School* by M. D. Bahang, Fitriani & Kamban (2019). The purpose of this study was to determine whether PACA and VIP techniques can improve reading comprehension in class II SMA Negeri 1 Nosu. The pre-experimental approach was used in this study. The sample of this study is 20 students of SMA Negeri 1 Nosu in the 2018–2019 academic year.

Purposive sampling was used to collect samples from one class. It was discovered that there substantial variation in students' achievement in reading comprehension between the pretest and post-test. Therefore, it can be stated that using a PACA and VIP strategy pair while teaching English may enhance students' reading comprehension.

5. *The Level of Discussion And Comprehension Abilities With Paca (Predicting And Confirming Activity) Among Post-Rsbi Junior High School Students In Mapel Civics In Semarang* by S. L. Wardoyo, Ririn Ambarini & Sri Suneki (2014). This study raises their level of conversation and comprehension skills using PACA (Predicting and Confirming Activity) in post-RSBI students at SMP N 9 Semarang. This research uses sampling strategy at seventh grade in SMP Post RSBI N 9 pupils as the subject group, this research is categorized as qualitative. The research is the primary instrument, the data got from interview instructions, instrument item justifications, and consistent comparative techniques analysis of data. Following to level the discussion and understanding of students participating in problem-solving activities, guidance is required. PACA (TDPdP) can classify the discussion and understanding of students into the expert level, functional, close to functional, sub-functional, and unstructured/alternative categories.

The difference between this research among the third previous study above is: This study will focus on students' understanding of the narrative text whereas, prior studies merely examined the influence of the PACA technique on students' reading comparison without specifically examining certain types of text. This research not only focuses in improving students' reading comprehension but also focuses in assist students in understanding the type of text such as narrative text. Furthermore, this study will examine whether there is a significant effect of the use of the PACA strategy on students' reading comprehension on narrative text.

## **G. Organization of Writing**

In this study, the researcher arranged five chapters and one reference. Each chapter has several points to explain this chapter. The five chapters are;

**Chapter I is the Introduction.** In this chapter has several contents, namely: Research Background, Problem Identification, Research Limitations, Problem Formulation, Problem Objectives, Research Significance, Previous Research, Writing Organization.

**Chapter II is the Theoretical Framework.** This chapter contains theories from several experts who have conducted research on this research

**Chapter III is Research Methodology.** This chapter contains the methodology that the author will use in conducting this research

**Chapter IV is Discovery and Discussion.** It contains descriptions of data analysis, findings and discussions.

**Chapter V is Conclusions and Suggestions.** It consists of conclusions to suggestions.

**Reference** In this reference, the researcher lists various sources from this research.