

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

As one of important languages, English plays an ultimate role in the process of modernization as International language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools. One of reading text types that second year of Junior High School students learn and should master is narrative text. Narrative text is a kind of text that describes a sequence of fictional or non-fictional events which consists of orientation, complication, and resolution.<sup>1</sup>

Based on that, the students will learn four skills and will master receptive skills such as listening and reading; and also productive skills includes speaking and writing<sup>2</sup>. Beside that they have to know the sub-skills of English which consists of grammar, vocabulary, spelling and pronunciation. Among those skills, reading is one of the important skills to be mastered by the students.

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<sup>1</sup> Chatman, S., and B. Attebery, *Reading Narrative Fiction*. (New York: McMillan, 1993), p.15

<sup>2</sup> Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1995) p.16.

Furthermore, in the English syllabus at the second year students stated in Competence Standard (SK) and Basic Competence (KD) in current basic School. Students are able to understand the meaning of short functional text of genres, in the form of *Narrative, Descriptive, and Recount, hortatory exposition* in the context of daily life to access the science.<sup>3</sup>

In line with these objectives, the students should learn kinds of genres. Basically, each text has different characteristics. There are generic social function, structure and features. Most of students can not differentiate each text with another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another. Therefore, the writer is interested in one of genres that should be studied by Senior High School students, that is, narrative text considering as a typical feature of the main genres found in written English. Narrative text is a kind of story include fictive or non fictive which is the point for entertains or give the information to the reader, as same as story tells. For example: Cinderella, Pinocchio, snow white and etc.

To gain success in teaching learning activity including teaching reading, teachers must notice some important factors such as learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching

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<sup>3</sup> Pusat Kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, (Jakarta: 2006), p. 17.

material and interaction between the teacher and students in the classroom. This has a function in accordance with the assumption of Alfred H. Gorman who noted that teaching is accomplished only when learners learn, retain what they learn and develop both the urge to use their learning in letter situations and some methodology for putting learning to work.<sup>4</sup> Therefore, a class should be a place that is provided for students to be active, so the teacher should facilitate the learning process by giving each students opportunity to learn including to have varieties of teaching method.

Meanwhile, a method is considered as a generalized set off classroom specifications for accomplishing linguistic objective. “Method tends to be concerned primarily with teacher and students role and behaviors and secondarily with such features as linguistic and subject-matter objective, sequencing, and materials.”<sup>5</sup> So, it can be assumed that the method has often been said as one of major components to be the cause of success or failure in language learning; what and the how of language instruction.

According to Grabe in Simanjuntak, he stated that: “Briefly the role of the teacher is to facilitate reading, raise consciousness, build confidence, and ensure continuity and systematic, show involvement,

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<sup>4</sup> Alfred H. Gorman, *Teacher and Learner the Interactive Process of Education*, Allyn & Bacon Inc, Boston, 1999). p.12

<sup>5</sup> Douglas Brown, *Teaching by Principle*, (Newyork: Longman, 2001), p.16

and demand performance”.<sup>6</sup> That is why the teacher should not remain passive or give up all efforts to make improvements. The teachers should try to get the students read and develop skills aimed at improving their ability to read. He/she should be able to be a good facilitator in creating and building an effective reading class.

Then, based on the writer’s experience when doing teaching practice at MAN 3 Pandeglang, she found that Audio Lingual Method which was adopted by the teacher. It could be seen from several teaching techniques implemented in the classroom teaching. Students are taught a language like infancy. The trick is that the teacher practices a short dialogue that one means that it cannot be translated by the student. The teacher instructs the students to follow the dialogue and then the student guesses the meaning of the dialogue from the nosebleeds, poses, and various things practiced by the teacher. Students are invited to memorize dialogue they do not know the meaning clearly. Students are forced to think about understanding the content of the dialogue and memorizing it in a short period of time. After students memorize, they are then given the words in the dialogue that they then write.

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<sup>6</sup> Simanjuntak, Edhitia. G, Dra. 1988. *Developing Reading Skills for EFL Students*. Jakarta :Depdikbud.

Because of the statement above, it is important for the teacher to use the interesting technique in teaching including many kinds of teaching methods can be used by the teachers; one of them is Group work. Technical Group work is when the teacher divides the class into small group to work together (usually four or five students in each group).<sup>7</sup> Here the writer considers that group work can be implemented by the teacher to solve those problems, and also for the students to help making the visual images as they read narrative text and write activities to enhance their reading comprehension especially on reading to assist them in understanding the text.

Based on the statement above, the writer is interested in presenting the experimental study with the title of Skripsi is “The Effectiveness of Teaching Group Work by Using Narrative Text (An Experimental Study at the Second Year Students of MAN 3 Pandeglang)”.

## **B. Identification of the Study**

Based on the background above, the problems that cover the research can be identified as follows:

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<sup>7</sup> Adrian Doff, *Teach English: A Training Course for Teachers*, (Cambridge: Cambridge University Press, 1990), p.13

1. The students' difficulties in reading comprehension of narrative text.
2. The students' difficulties in analyzing the schematic structures of narrative text that consists of orientation, complication and resolution.
3. Lack of the teacher's knowledge in applying the appropriate method in teaching reading of narrative texts.

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

The writer limits the extend of the study only on the implementation of group work in teaching reading of narrative text at the second year students of Islamic Senior High School MAN 3 Pandeglang.

### **D. Statement of the Problem**

Based on background study, the problem of the study is:

1. How to describe the students' reading comprehension on narative text of the Second Grade at MAN 3 Pandeglang?
2. To investigate the empirical evidence of the effectiveness of teaching reading of Narative text using group work?

### **E. Purpose of the Study**

Based on the statement of the problem the purpose of the study is to find out how is student's students' reading comprehension on

narrative text of the Second Grade at MAN 3 Pandeglang by using group work.

#### **F. Objective of the study**

In the line with the formulation of problem above, the objective of this study is to find the empirical evidence of the effectiveness of teaching reading of narrative text using group work.

The Objective of this study as follow:

1. To describe the students' reading comprehension on narative text of the Second Grade at MAN 3 Pandeglang.
2. To investigate the empirical evidence of the effectiveness of teaching reading of Narative text using group work.

#### **G. The organization of the study**

The organization of the research paper is given in order to make the readers understand the content of the paper :

**Chapter I** Involves background of the study, statement of the problem, identification, purpose, obejctive and limitation of study.

**Chapter II** provide theoritical framework, it contains teh part of the theory about definition of the key terms.

**Chapter III** it consist to covers research method, place and time of research, population and sample, instrument, data collection and data analyzing.

**Chapter IV** Research finding and discussion, the score of experimental class, discussion of the finding.

**Chapter V** Conclusion and suggestion.