

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching reading can improve students for knowledge and experience. In order to understand the content of that reading is very important. By reading, the people are able to express their pronunciation, they found the new vocabulary, and communicate with other people. The researcher thinks that reading is important because it develops the mind. According to (Glenn Davis : 2010) the mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills.

According to (Pattiradjawane:2000) teaching learning process of English reading skill is the most difficult skill for Indonesian students. They got difficulties when they have to read in a foreign language. They waste a lot of time to produce good reading. They often do not know how to start reading, can not find the right fluency, are afraid of pronouncing of many mistakes, and have difficulty in getting and developing the students understand in content of reading. In reading skills, there are many ways to understand the content of reading well. One of them is to read over and over again and then interpret the content of reading each paragraph so that the reader can imagine what is happening in terms of text content. Thus the child's ability to understand the reading narrative comprehension through paraphrase, and here the researcher wants to focus on the implementation of the teaching English for reading narrative.

In reading the English text, the readers should be careful and pay attention very well, if there are words that are difficult to understand, it can be underlined word in advance, and to understand the content of the text, the students should find the main ideas in the text to more easily understand the content of reading.

So, it is easy for readers especially students to be able to understand the content of reading material or the explanation presented by the teacher.

Here, researcher wants to conduct research in SMP Islam Duduk Sampeyan Gresik to encourage students to be able to use the English language well, especially in the form of narrative reading comprehension text. The researcher conducts a study at SMP Islam Duduk Sampeyan Gresik because the researcher wants to know how the students understand the reading narrative text through paraphrase, and how teacher implements the method.

1.2 Statement of the Problem

Related to the description of the background of the study, the problem statements of this study are as follows:

1. How does the teacher implement paraphrasing in teaching reading narrative?
2. How do the students response paraphrasing in teaching reading narrative?

1.3 Objective of the Study

The purpose of this study is to find the answer of the problem above:

1. to see the effectiveness of the teacher teaching method by students responses.
2. to know how the teacher implements teaching reading comprehension through paraphrase .

1.4 Scope and Limitation of the Study

In this study the researcher will focus on the implements of the teacher in understanding the reading narrative through paraphrase grade 8th at SMP Islam Duduk Sampeyan - Gresik . Here the researcher wants to examine how the reading skills of students in understanding the narrative and also the application of that understanding.

1.5 Significance of the Study

There are two significances in this study: theoretical significances and practical significance.

1.5.1 Theoretical significance

For the theoretical significance, the researcher wants to analyze how the students can better understand the content of the readings narrative and to respond to the method explained by the teacher. When the researcher analyzes the students 'understanding in the study, we will know where the students' difficulties in reading and understanding in content.

1.5.2 Practical significance

In addition, for a significant practical for students is to know the understanding and ability to understand the language and content of the reading that students have learned, and then for the teacher, the teacher can increase the effective teaching methods for students to understand and be able to help students in difficulty reading the reading narrative through paraphrase. From these results, the researcher can help teacher to achieve an increased understanding of the students in the reading of narrative, in this study, can be used as references for

teachers to be able to increase the learning method well, and also this study can also be used as references for other readers and can be developed well.

1.6 Definition of Key Terms

To avoid misunderstanding, the writer defines some key terms;

1. Reading comprehension is an attempt to understand, evaluate, and also recognize the author ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. According to (Snow :2002) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
2. Reading of Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain and hold a reader's interest.
3. Paraphrase is a restatement of the meaning of a text or passage using other words. A paraphrase is typically more detailed than a summary.