

CHAPTER I

INTRODUCTION

In this chapter, I present basic consideration, reasons for choosing the topic, problems statement, objectives of research, reasons for choosing the topic, the scope of study, and significances of study that related to my research.

1.1 Basic consideration

In many level of education, reading skill will be the main concern which has to be mastering by the students very well. By reading, students can get any information that they do not understand before. More they read a book or an article, more they get the information also from it. Therefore, reading is world window; anyone that opens the window he/she is able to see and know what happens in the world. Whether the event which happens in the past or present time.

When reading a text, students need a comprehension in order to understand what they read. Some students can decode the words easily, but there is no skill in comprehending the full meaning of the sentences, the paragraphs even the whole text. In this case, students have to develop their own comprehension and have enough skills in decoding the words. Tankersley (2003: 92) said “Readers must develop the understanding that reading is an interactive process involving both decoding and deriving meaning from those words”. That is why for some readers, comprehension is always challenging.

Comprehension is process to understand meaning of each sentence in the text. Tankersley (2003: 90) stated that making meaning from words in listening, speaking, reading and writing is required in comprehension. It means that comprehension is the process of making meaning on what the readers read. The readers in understanding the text not only understand the word

separately but also linking them into a meaningful ideas together. Along these lines McNamara (2007: 11) state that “Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in the text.”

Students have to identify the key information in making the meaning in the text. One of them is identifying through the structure of the text. Harris and Graham (2007: 76) stated that various text structures can influence students’ reading comprehension. In addition, McNamara (2007: 4) stated in comprehending a text, the readers need to identify the genre, rhetorical structure, plot, point of view of the character, story point and occasionally the author’s attitude. One example of structure text is narrative.

Narrative text or story grammar is familiar not only in western culture, but also in east culture like Indonesia. Most students introduced by teachers this kind of text commonly in the Junior High School. They developed their sense of story structure through this text and use it to comprehend the simple stories (Harris and Graham, 2007). It is because when students familiar with the way of the text structured, they can easily comprehend it. Since the narrative text is more reader-friendly than any other text.

Most of narrative text is teaching the students about moral value; for example fables. According to Harris and Graham (2007: 77) fables are short stories with a typical story grammar but with the addition of moral, for example the story of “The lion and the mouse”. This story taught the reader do not trifling other people because one day he or she can help you.

Narrative text was taught by the teacher to their students especially in the twelfth grade of senior high school. One indicator in lesson plan that usually teacher asks to their students in comprehending narrative text is to identify moral value that they learn from the story. However,

most of the students sometimes found difficult in identifying it. In fact, these materials often appear in the National Examination and almost the questions are about reading comprehension.

Based on the explanation above, it can be concluded that moral value is very important especially for the students in order to make them know about the right and wrong. It is usually appear in the narrative text. Besides that, moral value is material that has to be mastered by the students especially the students in the twelfth grade of Man Model Gorontalo. In identifying them, students have to understand the structure or story grammar of the text very well. For that reason, I interest to do the research with the title: **Descriptive study on students' comprehension in identifying moral value in reading narrative text.**

1.2 Problem statement

Based on the basic consideration above, the problem statement on my research is “How is students' comprehension in identifying moral value in reading narrative text?”

1.3 Objective of research

The objective of this research is to know students' comprehension in identifying moral value in reading narrative text.

1.4 Reasons for choosing the topic

- a) To know students' comprehension in identifying moral value in reading narrative text.
- b) Narrative text is a text with the addition of moral value.
- c) The moral value is important for the students.

1.5 The scope of study

This research only focuses on describing students' comprehension in identifying moral value in reading narrative text.

1.6 The significance of study

- a) This research is hopefully reasonable benefit in describing students' comprehension in identifying moral value in reading narrative text.
- b) For the teacher, this research is expected to give some information about students' comprehension in identifying moral value in reading narrative text.
- c) The last for the further researcher, the result of this research is expected to be useful resource for the advance research.