

Chapter 1: Introduction

This chapter provides the background of this research. It is divided into six main parts; background of study, research question, aim of study, significances of study, and scope of study.

Background of study

Reading is one of the important skill which has contributed to the success of learning language. Reading is an activity to get meaning and information about the text. According to Anderson et al (cited in Richard, 1985 p.3) explained that reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information. Thus, reading is item in the process of learning.

According to Hasibuan (2007, p.114) the purpose of reading is comprehend the text. When student read the text, then they need comprehension. Furthermore, Harvey (2012, p.2) states that reading comprehension is a cognitive process which plays an important role in order to understand the text. Regarding to this, the students should comprehend the meaning of words, the expressions, explicit meaning, implied meaning, and how to draw a conclusion. Therefore, those ability can help students to be able to read effectively and efficiently.

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but also how students get the meaning. Teaching reading comprehension at senior high school is really needed because reading is a skill that must be learned by the students according to curriculum 2013. Furthermore, the indicators of reading comprehension based on syllabus curriculum 2013 at

senior high school are; the students should identify the meaning of the text, identify the generic structure of the text, and determine the communicative purpose of the text.

However, based on preliminary observation in first grade of SMA Terpadu Wira Bhakti Gorontalo, the researcher found several facts related to reading comprehension learning process. First, some of students fell difficulties in understanding the content like identify the main idea, identify the generic structure, and determine the communicative purpose in reading passage especially in narrative text. Second, the learning process in class is only focus to the explanation of material and giving assignment which can be monotonous to several students. Third, there is no additional method to support the learning process in class. Based on the facts, most of students feel bored, get less attention and have low motivation in reading comprehension learning process.

In order to improve students' reading comprehension on narrative text, the researcher proposed the strategy that called SCROL strategy. SCROL strategy is relatively a new strategy developed in 1993s by Rachel Grant. The SCROL strategy consist of five steps : the first is S means survey the text, in this step teacher ask students to survey what is the text tells about by reading the title of the text, and the second is C means connect the ideas begin with text to self, text to world, and text to text, the third is R means read the text, looking for words and phrases that express important information about the headings, the fourth is O means outline the text by using indentations to reflect text structure, and the last is L means look back at the text and check the accuracy of the major and supporting

details. According to Grant in Reid, SCROL is a reading strategy designed for students in middle and upper grades that encourages students to use text heading to aid their comprehension and help them find and remember important information. In addition, SCROL strategy also can develop students' critical thinking, it require students to understand the text easily. In other words, through five-steps from this strategy students can know the content of the text by survey the main idea, give questions in their mind about the text, analyse it, then they can draw a conclusion.

To support the theories and the study, two previous studies are briefly explained. The first study has been conducted by Ashadi Kurniawan (2017), in *“Improving Students’ Reading Comprehension on Narrative Text Through Story Mapping Strategy”*. The study was conducted at eight grade students of SMPN 2 Sungai Raya. In addition, the study focused on increasing students reading comprehension on narrative text by using Story Mapping Strategy. Additionally, the data was conducted quantitatively by using pre-experimental study.

The second study has been conducted by Belda Susana (2011), from State Islamic University Sultan Syarif Kasim Riau Pekanbaru with the title *“The Effect of Using SCROL (Survey, Connection, Read, Outline, Look back) Strategy towards Students’ Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru”*. In addition, in her study Belda Susana focused to compare and contrast between SCROL strategy and Conventional strategy in students’ reading comprehension. The research was conducted quantitatively which used control class and experimental class in junior high school. Additionally, the result

shows up that SCROL strategy has significant influence toward students' reading comprehension. In contrast, this research is totally different with the previous studies because this study is focus on improving students' reading comprehension especially on genre narrative text by applying SCROL strategy at senior high school.

Based on the explanation and the problem experienced by the students above, the researcher attempts to conducted research in SMAT Wira Bhakti Gorontalo with the title "Improving Students' Reading Comprehension on Narrative text by Using SCROL (Survey, Connection, Read, Outline, and Look back) Strategy".

Question of study

In order to make the study easy to understand, the researcher formulated the problem "Can SCROL strategy improve students' reading comprehension on narrative text?."

Aim of the study

Based on the background of study, the researcher was focus to find out whether the use of SCROL strategy can improve students' reading comprehension on narrative text or not.

Scope of study

This research focus on students' reading comprehension by using SCROL strategy. The researcher focus on genre narrative text. Based on the curriculum 2013 that used in SMA Terpadu Wira Bhakti Gorontalo at first grade, in basic competence (KD 3.8) the content is concerned to differentiate social function, text

structure, and language unsure in narrative text about legenda. Meanwhile, in basic competence (4.8) the content is concerned to capture the meaning contextually about social function, text structure, and language unsure in narrative text about legenda. Moreover, the researcher used instrument of reading comprehension such as identifying main idea, identifying details, determining inference, understanding vocabulary, and reference.

Significances of study

This study hopefully can give contribution to the English teachers, students, and further researcher. The researcher formulated the significances of study as follows;

1. The teacher

The teacher can know the extent to which the skill and knowledge of each student in learning reading and also teacher can use SCROL strategy in teaching reading comprehension.

2. The students

The use of SCROL strategy can facilitate the students to find and remember important information of the text.

3. The further researcher

The researcher can use SCROL strategy in other text such as descriptive text.