CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of language skills that must be mastered by English learners. It is a set of skills that involves making sense and derives meaning. However, the most important one of those skills that is used to comprehend a text and develop students' knowledge is reading skill. So, reading is important skill that should be mastered by the students as language learners. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read, and the readers need to read the book to get the information and they must have a good comprehension to get information and message of the author.

According to Nutall (2005:1), different people use the term reading in different ways, and most of confusion can arise from consequent misunderstanding. Reading comprehension is the way of negotiating understanding between the writer and reader. From understanding the meaning, the reader can feel what the writer will convey to them. Moreover, reading comprehension skills increase the effectiveness of reading. Strong reading comprehension skills help person in all of subjects and in personal and professional lives. There are some of the sub-skills that can be used in Reading: Predicting, Skimming, Scanning, Questioning, Modeling, Blank filling,

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Sequencing, Reading aloud, Sensitizing, Matching, Summarizing, Dictionary skills, and Silent reading. We can use which one do we like and easy to understand what we read.

In reading process, the person must understand what the type of text to get information from it. There are many different kinds of text that we have to know, so that we can more understand what we are reading. They are advertisement text, analytical exposition, descriptive, discussion, explanation, hortatory exposition, narrative text, news item, procedure, recount, report, review, and spoof text. From many kinds of text, the most commonly found is the narrative text.

Narrative text is the telling of a story; the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. The text consists of orientation, complication, or problems and resolution. In relation to the types of narrative, there are many types of narrative. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, folklore, myths and legends, historical narratives, ballads, slice of life, and personal experiences. Many types of narrative text, but the focus of this research is on folklore.

Folklore is oral history that is preserved by the people of the culture, consisting of traditions belonging to a specific culture. In addition, Folklore is that body of oral tradition which has been handed down from generation to generation. It is the learning of the uneducated, and the basis for much of our culture. Briefly,

it consists of songs, ballads, tales, speech peculiarities, proverb, riddles, dances, play party games, customs, and superstitious beliefs. For students become acquainted with these various types, they are easily stimulated to collect songs, ballads and other forms, current in their particular communities, and pertinent to the study English. Folklore is a cardinal aspect to be involved in the teaching-learning processes. Applying it also believed to be one strives to conserve and appreciate culture in a country heritage and some cultural heritage that may not have been exposed before. In Riau province, there is much folklore there. But, just some stories that publish or the people know it. So, many students or people lack or do not even know what the folklore from where they live.

Based on explanation above it can be concluded that there are many problem found. The researcher tried to do this research to telling and informs what the folklore in Riau is, especially Siak District. Siak District has 14 sub-districts. They are Siak, Mempura, Bunga Raya, Sabak Auh, Sungai Apit, Pusako, Dayun, Koto Gasib, Sungai Mandau, Lubuk Dalam, Kerinci Kanan, Tualang, Minas, Kandis, Sungai Mandau. The researcher will find the local wisdom in entire of sub district, and translate it into English. Therefore, the researcher was interested to carry out research entitled **"Folklore Siak: The Local Wisdom in Reading".**

1.2 Identification of the Problem

Based on the background of the problem above, the researcher concludes that any some problems that found , the problem is come from the source of book or

resources. Because the students and teachers did not know about folklore in Riau Province, especially Siak's folklore.

1.3 Focus of the Problem

Based on the explanation above, it was important to limit problems in this research. So, the researcher limits the problems of the research in reading narrative text, especially reading about folklore in Siak District. In the resources, the researchers focused on find out the folklore in Siak District. The researcher just focused on 7th sub district in Siak.

1.4 Research Questions

Based on the background and focus of the problem above, so the researcher formulated the problem as follow:

a. What are the local wisdom contain in Siak folklore?

1.5 Objectives of the Research

The researcher carried out the research for an objective stated below:

To find out the local wisdom in Siak folklore.

1.6 Significance of the research

By the result of the study, the researcher expects that:

a. The lecturer and students, particularly in English Department

The finding of this study is expected to give a contribution in the development of all English study. This research also expected to give better understanding about the local wisdom (Siak folklore) in reading skill

b. Other researchers in related areas

This research is expected to be a useful reference and also help to determine research gaps that will be useful for further research, especially in English Department.

1.7 Definition of The Key Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

a. **Folklore**

Folklore is constantly being created and recreated to suit new situations (Dundes, 1965: 2). Folklore also is collection of fictional stories about animals and people, of cultural myths, jokes, songs, tales and even quotes. It is a description of culture, which has passed down verbally from generation to generation in any written or oral form.

b. **Local wisdom**

All forms of knowledge, belief, understanding, or insight and custom or ethics that guide human behavior in life in the ecological community (Keraf, 2002). Meanwhile, according to Gobyah, 2009 local wisdom is defined as a truth that has been traditionally or steady in an area.

c. Reading

Reading is one of language skills that must be mastered by English learners. It is a set of skills that involves making sense and derives meaning. However, the most important one of those skills that is used to comprehend a text and develop students' knowledge is reading skill.