

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Language is very important in daily life when someone interacts with other people in their communication. It means that language can not be separated from human life. In Indonesian, English language is a foreign language which is very important to be taught to the students. Therefore, every level Indonesian students must understand the language well. One of the main skills that students learn at the school is reading. The aim of teaching reading is to make students able to read the text well. They do not only understand the structure of the text but also understand the content of the text.

In learning English there are four basic skills that must be learned at the school. They are listening, speaking, writing and reading. These four skills have a correlation that cannot be separated. Reading is an important skill that should be mastered by the students besides the three other skills because it influences the learning process that is dominantly done through reading.

Reading must be taught in English classes of junior high school. The goals of teaching English are mainly to enable the students to use English for communication and to read. Reading gets greater attention than the three others. Because reading is one of the important skills, reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much

knowledge, study the words, comprehend ideas, gain the information from their reading material, should be able to understand the meaning of functional and simply essay like Narrative text.

Reading is a skill that will empower everyone who learns English especially students. They will be able to get benefit from the store of knowledge in printed materials. It is also one of the most important tools for students because through reading the students can gain knowledge and fulfil their need for information that present in form of books or magazines, the information that they read will support their study and will be use ful for them. Moreover, with lots of reading, not only knowledge will be expended, but also students can improve their vocabularies. The importance of reading can help the students in finding a solution of a problem.

There are some purpose in reading comprehension. They are reading to search for simple information, reading to learn for the texts, reading to integrate information, reading for general information, reading for teaching. To achieve the purpose, the teacher must be able to make variations and choose the suitable strategy in order to attract students' interest in reading. For this purpose, the researcher propose a strategy named Gallery walk to provide long term support for students' development in reading comprehension.

Based on observation when researcher did Teaching Practice, researcher found some problems faced by Students related to reading problems. Such as first, they are still confuse for every kinds of text, they difficult to identify the main idea, reference and guesing the unfamiliar word. It also makes them

become bored in finishing reading the text. Second, students are lack of vocabulary they difficult to get meaning of English because their daily language is their mother tongue and Indonesian language. Third, they still difficult to read fluently and well they do not give attention to punctuation of the text and uncorrectpronunciation when read the text. At last, students are not interested in reading, the teacher should apply the appropriate reading strategy to increase the students ability in comprehending reading text and that strategy used should influence students' interest in reading to avoid boredom.

Based on the problems stated before, the researcher used Gallery Walk Strategy towards students reading comprehension. It can help to express their ideas and can be able to comprehend the text or material they read. According to According to Coelho (1998) states that gallery walk is a strategy were work is displayed in an art gallery and participants or students walk around the gallery and gatherig ideas, making notes, and or discussing what they see. It is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for futher small discussion. They may be asked to provide feedback to the group of individual who created work. .

Finally, based on the explanation, the researcher is interested to do the research entitle “ **THE EFFECT OF GALLERY WALK STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT SMPN 34 PEKANBARU**”

## 1.2 Setting of the Problem

Based on the Background, there were some problems in teaching learning reading. The problems might come from the students of SMP N 34 Pekanbaru. However, those problems that considered to be solved immediately. Most of the students considered that Reading skill is hard to do and is not easy to be taught to students. Students of SMP N 34 Pekanbaru have some problem in reading. There are: First problem comes from the students, they are still confused for every kind of text, they find it difficult to identify the main idea, reference, guessing the unfamiliar word, and the students find it difficult to answer the questions related to the content of the text given. It also makes them become bored in finishing reading the text.

The second, students lack of vocabulary they find it difficult to get meaning of English because their daily language is their mother tongue and Indonesian language and in learning process, the students do not have any background knowledge and vocabulary related to the text that would be read. Third, they still find it difficult to read fluently and well they do not give attention to punctuation of the text and incorrect pronunciation when reading the text. At last, the students are not interested in reading, to make the students are interested in reading, the teacher should apply the appropriate reading strategy in teaching learning process to avoid boredom.

## 1.3 Limitation of the Problem

Based on the explanation, it can be seen that there are some problems stated in this research. The researcher limited to using Gallery walk strategy to the



students' reading comprehension of narrative text to solve the problems that were faced by the second year students that they difficult to identify the main idea, reference and guessing the unfamiliar word. and helped students to find the generic structure of narrative text, they are orientation, complication, resolution.

#### **1.4 Formulation of the Problem**

Based on the limitation of the problem, the Researcher formulates the research problem is there any significant effect of gallery walk strategy toward students' reading comprehension of narrative text at SMP N 34 Pekanbaru?

#### **1.5 Objective of the Research**

The objectives of study stated based on the above research problems is to know whether there is an effect or not of gallery walk strategy towards students' reading comprehension of narrative text at SMP N 34 Pekanbaru in academic year 2017/2018.

#### **1.6 Significance of the Research**

a. For the students :

It is hoped that the result of this research will offer valuable contribution to enrich the students' reading comprehension.

b. For the teachers :

Gallery walk strategy will be an alternative ways for teachers to engage students to read many texts such as narrative text.

c. Other researchers :

The result of this research may give contribution to the reader about the strategy how to improve students' ability in comprehending narrative text.

## 1.7 Definition of the Key Term

In order to have good concept of the terms used in this research, the writer provides some key-terms as follow:

1. **Effectis** a produce the result intended or required ( Oxford Advanced Learner's Dictionary of Current English,( 1987: 277)
2. **Reading comprehension** is Reading is very useful According to Pardo(2004) cited by S.Afyer ( 2013) “ Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction”
3. **Narrative Text** is one kinds of text in genres and narrative text usually has three main parts: orientation, complication, resolution and. According to Anderson and Anderson (1997: 8) say that a narrative text is a piece of text which tells a story, and in doing so, entertains or informs the reader or listener.
4. **Gallery Walk Strategy** is a presentation strategy in which individual learners or groups display their work products(often on posters) and then walk around the room viewing each other's work. They may be asked feedback to the group of individual who created work Silberman (1996:24)