CHAPTER 1

INTRODUCTION

1.1. The Background of the Study

Human being as a social creature do interaction with others to get information or what they want to know by using language. Language has important rolein human life, since it is a tool which human use to interact to another people. Therefore, mastery several foreign language is necessary especially English. English is very important to learn becauseit is use a mean of International communicationwhich is widely uses in many countries as mother tongue and second language or as a foreign language.

English is one of the subject which is difficult for students to learn. They must know and understand tenses and genres, have to memorizemany vocabularies and try to speak English. Most of them don't pay attention when their teacher explains about the language. It happens because they have implanted in their mindset that English is very difficult. It is the main problem for English teachers. They must have ideas to change the students' mindset. In studying English, there are four skills have to master. They are speaking, reading, writing and listening. This research, the writer focuses on reading skill.

Teaching reading is not just about make students have a good communication. It is about makingstudents understand what the text tells about. The understanding that result is call reading comprehension. Reading is not a skill which isevery people like. Some people do not like reading. Reading passage seems to be difficult about the conditions. The condition here refers to the failure understanding the words, the sentences, the sentences unity and organization and the lack of interest and concentration.

Reading comprehension is an ability to understand a text. It definitely will improve peoples' knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, the studentshave to understand on what they readbecause reading is not only reading but comprehending the text systematically.It also states that reading is incredibly active occupation.To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statement shows without understanding the word; students cannot know what the meaning of the text.Based on the explanation above, the writer gives to the students a text to measure the student's ability in reading comprehension.

Narrative text isa kind of genres that students should be mastered. According to Pardiono (2007:94) narrative text *adalah jenis teks yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu, dengan maksud menghibur, dan untuk memberi pelajaran moral kepada pembaca yang mengisahkan pengalaman masa lalu yang berbeda* (a kind of text which tells about activity and event in the past, which has function to amuse, entertain and to deal the moral values with actual or vicarious experience in different ways).

Based on the experience of the writer when did a pre research in Eight Grade of SMP N 37 Medan, the writer found that students had trouble in reading comprehension. The writer gave students text of reading to find out their problem in reading comprehension. The written found the following result.

Table 1.1 The Table of Rubric Score

No	NAME	R	N	S
1.	BMNR	11	20	55

2.	AR	7	20	35
3.	KPS	6	20	30
4.	IS	6	20	30
5.	SRP	5	20	25
6.	SMS	7	20	35
7.	NA	6	20	30
8.	IAS	9	20	45
9.	AAJ	12	20	60
10.	F	12	20	60
11.	IWSH	12	20	60
12.	SA	13	20	65
13.	NAN	11	20	55
14.	NCZ	8	20	40
15.	MCP	6	20	30
16.	AAW	8	20	40
17.	IA	9	20	45
18.	MK	8	20	40
19.	AN	6	20	30
20.	NYS	6	20	30
21.	MIS	7	20	35
22.	MDH	7	20	35
23.	FS	8	20	40
24.	JHL	9	20	45
25.	RBR	6	20	30
26.	LTAS	5	20	25
27.	POS	7	20	35
28.	WTS	8	20	40
29.	MAS	6	20	30
30.	IA	5	20	25
31.	VS	12	20	60

The writer found the problem from the students that they sometimes didn't understand what they have read. They didn't find the meaning from the text. The writer found some factors that made them difficult in reading skill, (1) the students didn't understand the meaning of a text because of less in vocabularies, (2) the students didn't interest in reading, (3) got boring easily.

The writer gave students a test of reading with the number of students were 31 and the total score was 1210. So, the mean of the students' score is 39,03. It improved that the ability of students' in reading comprehension is still low. Teaching reading in English is very useful for students. Beside developing their reading comprehension, the teacher can also make the students to be interested in reading. It is depended to the strategy which teacher do. Teaching reading is not only make the students have a good pronunciation but the most important thing is how the teacher teaches the students to understand the meaning of the text and get the information from what the writer delivered in the text. A professional English teacher must be able to understand the characteristic of the students.

Based on the problem above, the teacher should overcome what the strategy should they use. There are some strategies in teaching reading, they are text structure awareness, summarizing, answering question, supportive fluency instruction, comprehension monitoring, etc. In this case, the writer chooses of supportive fluency instruction strategy. It is a good strategy because it can help students to comprehend the text.

Considering to the problem above, it needs to use a teaching strategy which help students to comprehend reading passage. In this case, writer proposes Supportive Fluency Instruction as a strategy in reading comprehension in the class. The writer chooses this strategy because supportive fluency instruction is a good strategy can help the students to solve their problem in reading comprehension.

Supportive fluency instruction strategy is a strategy of repeated reading became a popular method of instruction, especially with students who were having difficulty learning to read. It was really effective for helping students become more easily to comprehend the text. According to Rainski (2014:28) states that Fluency instruction is an approach that offers great potential for many students, particularly those who find reading difficult and uninteresting. Fluency instruction improves reading comprehension scores, and studies with proficient readers show that, even for them, rereading a text improves interpretation improvement that is first obvious in the fluency changes that take place. Fluency at its base is a kind of integration of word recognition and initial sentence interpretation. Base on the explanation above, the writer would like to conduct a research entitled "**The Effect of Supportive Fluency Instruction Strategy on Students Reading Comprehension Narrative Text of Eight Grade Students at SMP N 37 Medan**".

1.2. The Problem of the Study

In this study, the problem is formulated as follow: "does the supportive fluency instruction strategy significantly effect on students' reading comprehension narrative text of eight grade at SMP N 37 Medan?"

1.3. The Objective of the Study

Base on the problem statement above, this study is done to find whether or not the using of applying supportive fluency instruction strategy significantly effects on students' reading comprehension narrative text at eight grade in SMP N 37 Medan.

1.4. The Scope of the Study

There are many genres thatstudents have to be masteredsuch as descriptive, exposition, procedure, anecdote, discussion, narrative and the others but the writer focus on narrative text. Narrative text contain of social function, generic structure and language feature. The writer focus on generic structure of narrative text. There are five generic structure of narrative text namely orientation, complication, event(s), resolution and re-orientation(coda).

1.5. The Significances of the Study

Theoretically

1) The writer hopes the result of this problem can be used as a new perspective in teaching reading comprehension.
2) The result of this problem can be significant for the research of teaching reading by using supportive fluency instruction as strategy.

Practically

1) For students', writer expects this research can be as a problem solving of the students' difficulties in reading comprehension.
2) For English teachers, teacher can use supportive fluency instruction as one of the strategy in teaching learning English, it can make the lesson is easier to understand. By using supportive fluency instruction strategy, the writer hopes it can be an alternative strategy in teaching English.
3) For readers, the result of this research can enrich their insight in writing learning theory and they can get lots of information in order they can expand their interest in reading.

4) For English department, the writer hopes this problem result can be as motivation for the institution in increasing teaching strategy in reading comprehension and also can apply in college learning process.

1.6. The Hypothesis

The hypothesis is formulated as the following null hypothesis (Ho) and alternative hypothesis (Ha).

Ha   : There is significant effect of supportive fluency instruction on students'   reading comprehension narrative text.

Ho   : There is no significant effect of supportive fluency instruction on students'   reading comprehension of narrative text.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conduct a research, theories are needed to explain some concept in the research concerned. In this chapter, the writer states some relates theories from several experts to support the study to give clear concept apply in this research.

2.2. Reading

Reading is one of communication processes that should be acquire by students. The reader will get some information and knowledge. Reading is also as one of medias use for spread some information to other in various sciences. According to Harmer (2003:68) reading is useful for other purposes too: any exposure to English is a good thing for language students. At the very least, some of the language sticks in their minds of the process of language acquisition, if the reading especially interesting and engaging, acquisition is likely to be even more successful.

Based on Harmer above, that reading is one of English skills which is use how to comprehend the whole text to get some information from the text. Reading is an act of looking

at and understanding point, because reading entails to understand several words in a sentence and make them meaningful.

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in informal education but also in informal education. Therefore, reading is one of the urgent skill for students to obtain their success.

According to Gerald (2009:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should think to use what they know to understand unknown elements, whether these are ideas or simple words.

Based on the Gerald above, that reading is the one of English skills which is the most important things for readers. Reading relate to interaction between text and the reader in the process of building understanding text. The reader can comprehend the whole text and get some message from the text clearly.

From the definition above it can be concluded that reading is learning process to identify the word and understand the text. In the reading process, there is an interaction between the reader and the text when the reader tries to convey the meaning of the text. In this interaction, there is a mental process that will show that reading is a personal activity. In reading, since it a personal activity, it can happen that the meaning of one text could be different base on the readers' view and the writers' view and among the readers' view.

2.3. The Purpose of Reading

According to Grabe and Stoller (2002:13) it's the issues that concerning the development of reading curricula including the analysis of needs and appropriate texts and materials.According to them, reading purposes can be classified under seven main headings.

1. Reading to search for simple information.

   Its' a common reading ability, through some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability.

2. Reading to skim quickly.

   Its' usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with the background.

3. Reading to learn from text

   It's typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from text.

4. Reading to integrate the information

   It told about require critical evaluation of information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal.

5. Reading to write

   It requires additional decisions about the relative importance of complementary, mutually, supporting and conflicting information from multiple sources.

6. Reading to critique text is variants of reading to integrate information from text.

7. Reading general purpose

It's general of reading comprehension which actually more complex than commonly assume.

Based on Grabe and Stoller above, that the purpose of reading is to connect the ideason the page to what the reader already gets from the whole text. There are seven main headings in reading purposes, they are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate the information, reading to write, reading to critique text, and reading general purpose. All the types can help the readers to develop their reading comprehension text.

2.3.1. Types of Reading Assessment

Brown (2001:189) mentions several types of reading performance that will serve as organizers of various assessment task.

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom up processing is implied.

Based on perceptive above, that it requires to process separate the basic of grapheme recognition task would require of students to decipher differences in similar words. This assessment test for students' understanding of simple grapheme characters.

2. Selective

This category is an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch

of language. The certain typical tasks that are used as picture-cued task, brief paragraphs and simple charts and graphs. A combination of bottom up and top down processing may be used.

Based on the explanation above, that selective is the one of assessment in reading. It requires students to prove their comprehension of the statements. Students read one statement at the time students choose the answer that has the same meaning as the statement, so students need to focus on the form and context of what they are reading in order to select the correct response.

3. Interactive

Reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it and intake is the product of interaction. Some typical genres that included are anecdotes, short narratives and descriptions. Besides, questionnaires, memos, announcements, directions, recipes are also included in this category. Top down processing is typical tasks, although some instances of bottom up performance may be necessary.

It is related to selective assessments, interactive has more emphasis on meaning focused objectives. The text little longer ranging from a paragraph to a page long text, means that impromptu reading paired with comprehension questions, short- answer tasks, editing of longer text, scanning, ordering task, informational transfer all of them called interactive assessments.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. These reading activities are usually done outside classroom hour. Top down processing is assumed for most extensive tasks.

It is focus on meaning rather than from and a top- down processing. Extensive reading includes the formal assessment type in requires students to read articles, essays, short stories or

book in order to assess global understanding of a text. It means that students have to summarize long text.

2.3.2. Models of Reading

Reading is a complex skill involve the orchestration of a number of components. There are some kinds of reading models. Grabe and Stoler (2002:32) states that they are three models of reading. They are:

1. Bottom-up models

Bottom-up models pattern suggest that all reading follows a mechanical in which the readers a piece- by –piece mental translation of the information in the test, with little inference from the readers' own background knowledge. In the extreme view, the reader processes each word letter by letter, in sentence word by word and in the text sentence by sentence in a linear fashion.

2. Top-down models

Top-down models assume that reading is primarily directed by reader goals and expectation

3. Interactive models

The simple idea behind this view is that one can take useful ideas from a bottom-up perspective and combine them with the key ideas from a top-down view.

2.4. Reading Comprehension

It is important for students to master reading comprehension. Comprehension is constructing meaning from the printed material. It is an interactive process that requires the use of prior knowledge in combination with the printed material. Comprehension relate of understanding the representation of the printed words. The readers know and understand.

According to Nunan (2003:68) defines that reading is a fluent process of readers combining information from a text and their own knowledge to build the meaning. The goal of reading is comprehension. Reading as an essential skill for learnersof English as a second language.

Based on Nunan above, reading comprehension is as the process of getting information from context and combing separated into a new whole". It is process of using readers' existing knowledge to interpreted text in order to construct the meaning.

According to Snow(2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Base on the definition above, the reader has balance their knowledge and experience in adjusting the source of information into adaptable of context from what particular words mean to main the point of a whole text.

2.4.1. Levels of Comprehension

Reading comprehension is the ability to read text, process it and understanding. Reading comprehension involve some levels. According to Burns in Akwaluddin (2011:10) there are four levels in reading comprehension.

1. Literal comprehension

The basic of literal comprehension is recognizing stated main idea, detailed cause effect and sequence. It is also prerequisite for higher understanding. Recognizing stated main idea, causes, effect and sequence are the basic of literal comprehension, and through understanding of vocabulary, sentence meaning and paragraph meaning is important.

2. Interpretative comprehension

It is the process of deriving ideas that are implied rather than directly stated. This levels includes inferring main ideas are not directly stated. This levels include inferring main ideas of passages in which the main ideas are not directly stated. Cause and effect relationship when they are not directed stated, reference of pronouns, adverb, omitted words, detecting mood, detecting the authors' purpose in writing and drawing conclusion.

3. Critical comprehension

Critical comprehension refers to the ability to make judgment about ideas information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in a whole or part with judgment until confirmation is reached.

4. Creative comprehension

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read just a critical reading, and it also requires them to use their imagination.

2.4.2. The Principle Strategies for Reading Comprehension

Principle strategy needs in reading comprehension to easier get the specific information in a text. The students are able to find out the specific information by following the principle strategies for reading comprehension. Brown (2000:306) stated that there are nine strategies for reading comprehension.

1. Identify the purpose in reading

   The efficient reading consists of clearly identifying in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

2. Use the rule and patterns to aid in bottom-up decoding (especially for the beginning learners).

3. Use efficient silent reading techniques for relatively rapid comprehension

   Beginning levels students will not apply this particular strategy because they are struggling with the control of limited vocabulary and grammatical patterns.

4. Skim the text for main ideas

   Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5. Scan the text for specific information

Scanning exercise may ask students to look for names, dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

6. Use semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters, help the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for the productive group work technique as students collectively induce order and hierarchy to a passage.

7. Guess when you aren't certain

The key to successful guessing is to make it reasonably accurate. Learners can become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

8. Analyze vocabulary

One way of the learners to make guessing pay of when they don't immediately recognize a word is to analyze it in terms of what they know about it.

9. Distinguish between literal and implied meaning

The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationships

Many discourse makers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such makers can greatly enhance learners' reading efficiency.

2.5. Teaching Strategy

Teaching strategy is the mental process which teacher applicate in learning process. When using any teaching strategy, teachers will help the students to understand why strategy is useful and describes explicit how the strategy should be used. In addition, a good teacher should to draw out the quite ones and control the more talkative one. Giving someone more attention than others may make some students difficult to with later since the students will come to expect special treatment and may take teacher interest in a list to become over dominant in the classroom.

According to Nunan (1999:171) strategies are the mental and the communicative procedures learners use in order to learn and use language. It means that strategy needs mental and communicative procedures to concern target especially in reading because strategy in reading is important to make the readers become proficient to consider and intervention. Reading strategies play a significant role in comprehension of the text.

Base on Nunan above, the use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information. In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies choose by learners are modify to fit the demand of the learning situation. The strategies used by the students must be different from one another.

2.6. Supportive Fluency Instruction Strategy

Supportive fluency instruction is one of reading comprehension strategies for struggling readers to contribute the learners' reading success both within and outside of the classroom. Rainski (2013:7)stated that modeling fluent reading, providing support and assistance while reading and repeated reading are the building blocks of fluency instruction. Each, in their own way, offers students opportunities to move themselves toward more fluent reading. When this individual component can be separately. With the need to accelerate the progress of the students who struggle in reading, it seems reasonable to assume that synthesized instruction may offer some advantages that are particularly compelling.

The fluency instruction combines into fourth cohesive fluency curricula. They are:

1. To provide young or struggling learners with extensive opportunities to read connected text.

2. Feedback and incorporate sufficient support or scaffolding, phrasing and expression.

3. To allow readers to work with challenging reading materials.

4. The instructional routines involve students in repeated exposures or reading of texts.

Supportive fluency instruction is the most importance characteristicof the fluent reader. It is the ability to decode and to comprehend the text atthe same time. Of course, there are other characteristics of fluency such asaccuracy of word recognition, speed of reading, and the ability to readorally with expression, but these are simply indicators of fluency. Theseindicators of fluency are like the temperature readings in a thermometer.

2.6.1. How to Implement Supportive Fluency Instruction Strategy

The implementation Supportive fluency instruction is divide into several steps:

1. The teacher reintroduces the text from the previous days' lesson and invites students, individually and groups to read/perform it for the class.

2. The teacher next introduces a new text and reads it to the students two or three times while the students listen to the teachers' reading or follow along silently. Text can be a poem, segment from a trade book or the class reading program, etc.

3. The teacher and students discuss the nature and content of the passage as well as the quality of teachers' reading of the passage.

4. Teacher and students than read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.

5. The teacher organizes student pairs. Each student practices the passage multiple times while his or her partner listens and provides support and encouragement.

6. Individuals and groups of students perform their reading for the class or other audience.

7. After having read the text several times, students may have it or a portion of it memorized and so when they perform may not be attending to the words on the passage as they should.

8. Students take a copy of the passage home to continue their practice of the passage with their parents and other family members.

9. Students return to school and read the passage to the teacher or a partner who checks for fluency, accuracy, and comprehension.

2.6.2. The Advantages of Supportive Fluency Instruction Strategy

There are some advantages of supportive fluency instruction strategy, they are:

1. Develop mastery over a text

2. Support reading comprehension

3. Having confident and proficiency readers

4. Easily develop the sense to increase reading speed.

5. Make their reading meaningful

6. Allows for create enjoyment in reading

7. To help learners acquire knowledge

8. Exposure to new ideas and vocabulary

9. Improving comprehension

2.6.3. The Disadvantages of Supportive Fluency Instruction Strategy

There are some disadvantages of supportive fluency instruction strategy, they are:

1. It relatively ignored or misinterpreted for years

2. Including group reading or paired reading

3. Fast reading and fluency instruction as a quest for speed

4. Reading instruction has not been clearly identified

5. Critical reading achievement exhibit difficulties in reading fluency

2.7. Kinds of Genre

According to Knapp (2005:210) There are some genres in English namely:

1. Narrative

Narrative is English text which the writer wants to amuse or to entertain and to tell the story to the readers. It is usually in great detail. Narrative uses conflicts among the participants whether natural conflict or psychological conflict.

2. Recount

Recount is a kind of text which is used to retell something that happened in the past and to tell a series in the past. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to entertain event.

3. Descriptive

Descriptive is a kind of English text of which social function to describe un reveal a particular person, place and thing in detail. In this test, the object can be concrete and abstract object.

4. Anecdote

Anecdote is a kind of English written text which have the function to retell un usual or amusing incident, not only to make a people laughter but also to reveal the truth itself.

5. Spoof

In the English culture, people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the events in the process. The purpose of the twisting the event is to create a humor. Spoof is to tell an event with a humorous twist an entertain the readers.

6. Procedure

Procedure is any written English text in which the writer helps the readers how something is accomplished through a sequence of action or steps.

7. Hortatory exposition

Hortatory exposition is a written English text in which the writer persuades the readers that something should or should not be the case or done.

8. Explanation

Explanation is a written English text in which the writer explains the readers the processes involved in the formation or working of natural or socio-cultural phenomena.

9. Report

Report is a text which present the information about something. It is also to arrange the man and social phenomenon in our environment.

10. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue at least from two sides (protagonist and antagonist).

2.8. Narrative Text

Narrative text is a kind of entertaining text. It is a stories that has structural organizational that includes beginning, a middle, and an of the story. According to Knapp (2005:220) stated that narrative text is one of the most commonly read, through least understood of all the genres. It is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods use to communicate the narrative through a process narration. Narrative text containing five components, they are orientation, complication, sequence of event, resolution, and re-orientation by which a writer amuses, entertains people, and deal with actual or various experience.

The writer concludes that narrative is a story telling. It tells a true story or fiction. Narrative text tells an imaginative story. It is not fact but only fiction story. The purpose of narrative text is to entertain the reader. Types of narrative text is fairytales, fable, myth, legend and short story.

2.8.1. Generic Structure of Narrative Text

According to Sinoda (2008:73) Generic structure describes the development of the text surround by the given context. Developing through some steps called "stage" toward the goal. So, generic structure consists of some stages with transition which are necessary or optimal to deal with for the text in gives context. Each stages further contains some moves in the interaction and the information of the move transition. A narration consists of five elements, they are: Orientation, evaluation, Complication, resolution and Re-orientation.

2.8.1.1. Orientation

Orientation is the opening of paragraph where the characters of the story are introduced (person, time, and place). Orientation tells the background and portrays the setting to the readers. Orientation actually exists in almost every text through it may have different from terms. In the story, the first paragraph clearly massages in explaining the setting of the story.

2.8.1.2. Complication

The problem of narrative text is find from the complication. This stage can include reflection of the problem. The complication is pushes along by serious of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative text.

2.8.1.3. Sequence of Event

Sequence of event is where the character reacts the complication. It includes their feelings and what they do. The event can talk in order (the order in which they happen) or flashbacks. The audience is gives the narrators' point of view.

2.8.1.4. Resolution

Resolution is where the complication is resolve. The final series of the event which happen in the story. In this part, the complication may be resolved, it can be happy or sad ending.

2.8.1.5. Re-orientation

This is a closing remark to the story and it is optimal. It consists of a moral lesson, advice or teaching from the writer.

The example of narrative text:

The Smart Monkey and The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked to crocodile to take him across the other side of the river. The crocodile agrees and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "my father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "what's for?" asked the

crocodile. "Because I don't bring my heart," said the monkey. "I left it under the tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached to the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of the tree. "Where is your heart?" asked the crocodile. "You are polish," said the monkey to crocodile. "Now I am free and I have my heart"

The generic structure of narrative text above (The Smart Monkey and The Dull Crocodile)

1. Orientation   : Introducing the participants; The Smart Monkey
    and The Dull Crocodile.

2. Complication   : The crocodile was very hungry, he stopped in the
    middle of the river and said to the monkey," My   father
    is very sick." He has to eat the heart of the   monkey.   Of
    course the monkey didn't want to be   crocodile's meal and
    that is the problem which   sets the whole story.

3. Sequence of event :The monkey was in dangerous situation and he had
    to think hard. Then he had a good idea. He told   the
    crocodile to swim back to the river bank.

4. Resolution   : The monkey succeeds to solve the problem. He gets
    free from the hungry crocodile. The crocodile agreed   and
    turned around. He swam back to the bank of the   river. As soon
    as they reached the river bank, the   monkey jumped off
    the crocodile's back. Then he   climbed to the top of a tree.

5. Re-orientation : "You're foolish," Said the monkey to the crocodile.

   Now I am free and I have my heart.

2.9. Previous Research

Sally, Hude (2014) made a research entitled "The Impact of Fluency Instruction on reading Achievement of Adolescent English Language Learners with Reading Disabilities at University of Low". This research described about the English learners are a group students risk for leaving school without becoming proficient readers. Related reading has identified through the literature as a strategy for remediating difficult for adolescents with reading difficult in fluency instruction. This study was directed to solve the students' problems in reading fluency, accuracy and reading comprehension.

Michelle (2006) made a research entitled "The effect of Supportive Fluency Strategy and Comprehension Skill to Intermediate the Elementary School Students with Reading Disabilities at Flinders University" researcher have made many advances in the area of reading disabilities, most recently in the field of neuroscience. Recent research in brain function has provided the education field with new information as the source of reading difficulty; it is now possible to identify students with reading disabilities and to provide effective prevention and supportive strategies to have these individuals learn to read. All the researchers above tell about the difficulties of students in reading comprehension.

2.10. The Conceptual Framework

Reading is a process of transferring information from written information to mind. The goal of reading is to comprehend what the writer deliver in the text. So, it is very important to improve reading comprehension skill for students. In reading comprehension there are four

levels for the reader to have, namely: literal comprehension, Interpretative comprehension, critical comprehension and creative comprehension.

One of the genres in English text will be conducted in this study is narrative text. Narrative is the English text which the writer wants to amuse or to entertain and to tell the story to the readers.

Supportive fluency instruction is a good strategy in teaching reading. Fluency instruction will bring students easily in reading, improving students' accuracy and improving students' reading comprehension.
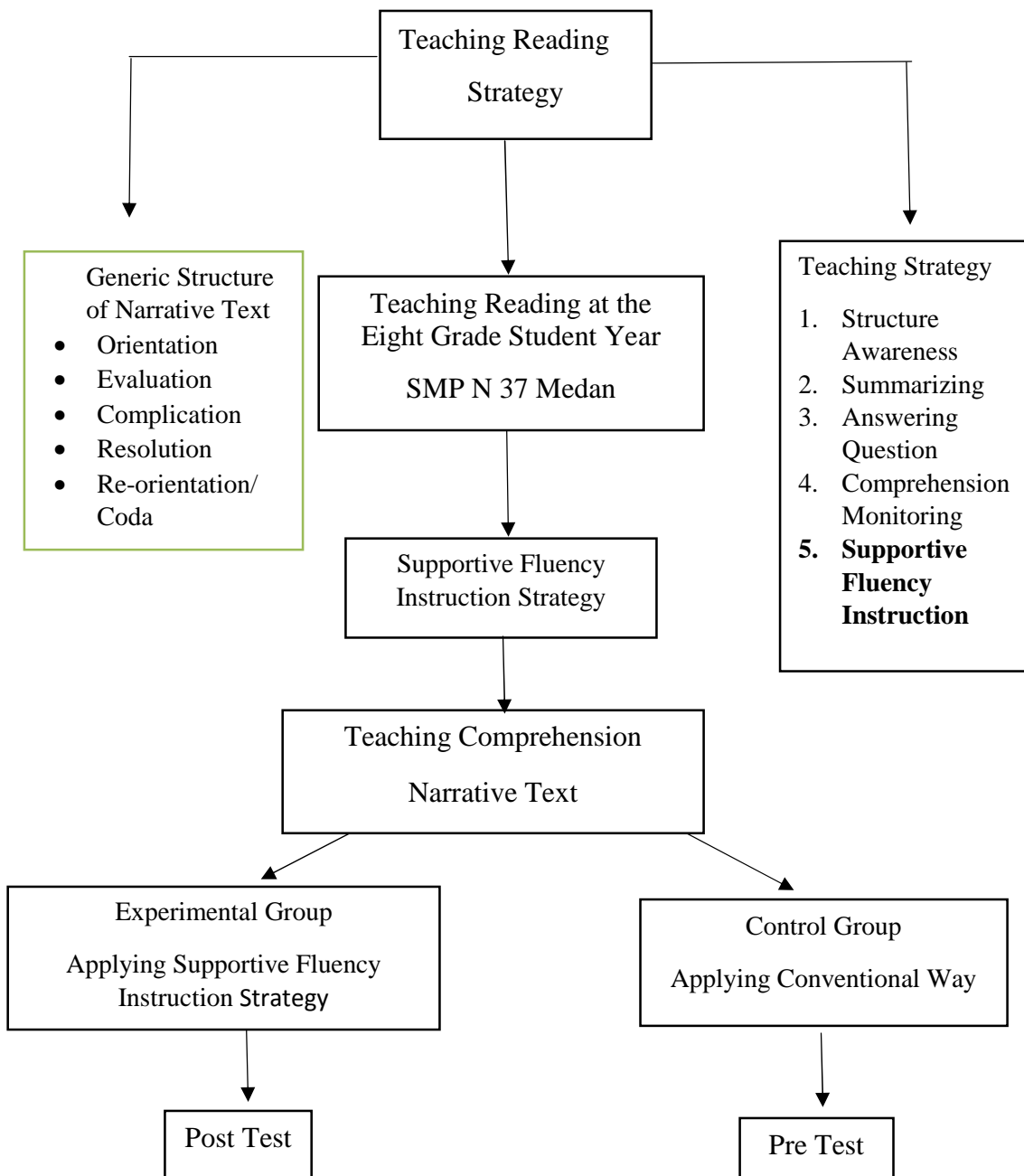
```
                        ┌─────────────────────┐
                        │  Teaching Reading   │
                        │      Strategy       │
                        └─────────────────────┘
```

Teaching Reading Strategy

Generic Structure of Narrative Text

- Orientation
- Evaluation
- Complication
- Resolution
- Re-orientation/ Coda

Teaching Reading at the Eight Grade Student Year

SMP N 37 Medan

Teaching Strategy

1. Structure Awareness
2. Summarizing
3. Answering Question
4. Comprehension Monitoring
5. **Supportive Fluency Instruction**

Supportive Fluency Instruction Strategy

Teaching Comprehension Narrative Text

Experimental Group

Applying Supportive Fluency Instruction Strategy

Control Group

Applying Conventional Way

Post Test

Pre Test

```
        ↓                                              ↓
   ┌─────────┐                                    ┌─────────┐
   │  VIII F │                                    │  VIII E │
   └─────────┘                                    └─────────┘
```

Figure 2.1. Conceptual Framework. Supportive fluency Instruction Strategy on Students ReadingComprehension in Narrative Text (Sipapaga, Tioromsi 2018).

CHAPTER III

RESEARCH METHODHOLOGY

3.1. Research Design

The research design of this studywas experimental quantitative. It was a method of research which used to quantify variables. It means that research used two groups in collecting data. They were experimental and control group. Experimental group was a group which receivedthe treatment. The treatment of this study was Supportive Fluency Instruction strategy. The writer used the strategy as treatment when teach students in reading comprehension. Control group was the opposite of experimental group. There's no treatment in control group. The writer used conventional way in teaching reading comprehension. The designed can be figured as the following:

Table 1

Model of Research

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X 1	✓	X 2

(VIII F)			
Control Group (VIII E)	Y 1	-	Y 2

Where:

X 1   = Pre-Test of Experimental Group

Y 1   = Pre-Test of Control Group

X 2   = Post-Test of Experimental Group

Y 1   = Post-Test of Control Group

1)   = Teaching reading comprehension by using Supportive Fluency Instruction Strategy

2)   = Teaching reading comprehension without using Supportive Fluency Instruction Strategy.

3.2. Population and Sample

3.2.1. Population

According to Arikunto (2014: 173),*Populasi adalah keseluruhan subject penelitian. Jika ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*(the population is all members of the research subject. So, the population is all individuals that involve in that research). The population of this research is all second grade students of SMP N 37 Medan. They were 200 students of 6 classes (VIIIA, VIIIB, VIIIC, VIIID, VIIIE, VIIIF) in SMP N 37 Medan Academic years 2017/2018.

3.2.2. Sample

According to Arikunto (2014: 174) *Sampel adalah sebagian atau wakil dari populasi yang diteliti* (sample is a group of individuals in the population). The sample will use by using simple random sample; every population get the same capacity to be chooses. Two classes were selected out randomly by using lottery technique. To take the sample six pieces of roll papers with the name of classes are put in a box. Then, box is shaken. Two of the roll of papers are taken out as the sample. The first roll paper would be as the experimental group (VIIIF) and the second one wascontrol group (VIIIE). Each group consisted of 30 students. So, the total sample were 60 students.

3.3. The Instrument of Collecting Data

The instrument of collecting data of this research is reading test. The test is multiple choice. It consists of 25 questions with four options in each item. Students must choose the best answer from the option individually. The writer will take reading text materials from internet that base on syllabus and curriculum of teaching learning. The test will be given to both of two groups as pre-test and post-test. Pre-test is a test which is do before using treatment in teaching learning process. Post –test is a test which is done after using treatment in teaching learning process.

3.4. Scoring of The Test

Scoring test done after writer finishes the three steps above. The writer will use the way to score the test.

$$S = \frac{R}{N} \text{ X } 100$$

Where:

S = Score Number of the test

R = Number of the correct answer

N = Number of the Question

3.5. Procedure of Collecting Data

The test was held at SMP N 37 Medan. The test done before and after treatment.

3.5.1. Pre-Test

Before starts the experimental process, both groups of experimental and control have the same pre-test. The aim of giving the pre-test was to figure out the students' ability on answering the question of reading text in the first time before having the treatment. The pre-test was reading test in form of 25 questions of multiple choice.

3.5.2. Treatment

The treatment of this study was Supportive Fluency Instruction Strategy. To find the effect of using Supportive Fluency Instruction Strategy on students' ability in reading comprehension, sample was treated different ways. Experimental group taken by using Supportive Fluency Instruction while control group taken by using conventional strategy. The treatment used after the administration of pre-test. The writer teaches experimental and control group by the following procedures:

Table 3.2. Teaching Procedure in Experimental and Control Group

Meeting	Experimental Group	Control Group

1	**First meeting** **Opening Activity** 1. Teacher greets students to open the class. 2. Teacher gave motivation and instruction before pre-test. **Main activities** 3. Teacher gave pre-test to students and ask them to answer the question around 45 minutes. 4. Teacher collected students answer sheet. **Closing activities** 5. Teacher gave conclusion about the lesson. 6. Teacher closed the class.	**First meeting** **Opening Activity** 1. Teacher greets students to open the class. 2. Teacher gave motivation and instruction before pre-test. **Main Activity** 3. Teacher gave pre-test to students and ask them to answer the question around 45 minutes. 4. Teacher collected students answer sheet. **Closing activities** 5. Teacher gave conclusion about the lesson. 6. Teacher closed the class.
2	**Second meeting** **Opening activities** 1. Teacher greets students to open the class 2. Teacher motivates students **Main activities** 3. The teacher introduced the narrative text for the students. 4. Teacher explained them about what is narrative text, the purpose and language feature. 5. Teacher gave narrative text 6. Teacher introduced the supportive fluency instruction strategy and how it works. 7. Teacher organizes students' pairs. Each student practices the text three time while his/her partner listen and provide support and encouragement. 8. Teacher asked individuals and groups to perform their reading for the class or other audience. 9. Teacher asked students to choose 3 or 4 words from the text to add the word bank/wall.	**Second meeting** **Opening activities** 1. Teacher greets students to open the class 2. Teacher motivates students **Main activities** 3. Teacher gave a text to the students 4. Teacher asked someone to read the text. 5. Teacher asked the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to translate the text. 6. Teacher asked students to answer the questions based on the text. **Closing activities**

	10. Teacher asked each pairs to give the word bank from the text. 11. Teacher asked the students to take a text copy back home. **Closing activity** **12.** Teacher and the students discussed the material. 13. Teacher closed the class.	**7.** Teacher and the students discussed the material. **8.** Teacher closed the class.
3	**Third meeting** **Opening activities** 1. Teacher greets students to open the class 2. Teacher gave students motivation and instruction before post-test. **Main activities** 3. Teacher gave post-test to students and asedk them to answer the question around 45 minutes. 4. Teacher collected students answer sheet. **Closing activity** 1. Teacher gave conclusion about the lesson. 2. Teacher closed the class.	**Third meeting** **Opening activities** 1. Teacher greets students to open the class 2. Teacher gave students motivation and instruction before post-test. **Main activities** 3. Teacher gave post-test to students and ask them to answer the question around 45 minutes. 4. Teacher collected students answer sheet. **Closing activity** 3. Teacher gave conclusion about the lesson. 4. Teacher closed the class.

3.5.3 Post-Test

Post-test was given to the students after giving the treatment by using supportivefluency instruction strategy in experimental group and by using conventional way in control group. The test items in the post-test were same those in the pre-test. This post-test will find out the mean score of experimental group and control group.

3.6. The Validity and Reliability of the Test

There are two important characteristics that every measuring should process. They are validity and reliability. Validity and reliability are qualities that were essential to the effectiveness of any data gathering procedure.

3.6.1 The Validity of the Test

Validity is measurement which shows the levels of the instruments' validity. According to Arikunto (2014:211) states that a test said to have content validity when measuring certain specific goals with the subject matter or content that already given. To measure the validity of the test the writer tries to give the multiple choices test to the students. After that the student's scores will become the result to conclude that the test was valid in testing the student's reading comprehension.

Table 3.3 The Table of the Text Specification

Content	Indicator	Items/Lines	Kinds of Text	Score
Orientation	Identify Introduction Information of the text	5	Multiple Choice	20
Evaluation	Identify the beginning of the	5	Multiple	20

	problem		Choice	
Complication	Identify the conflict of the text	5	Multiple Choice	20
Resolution	Finding out solve of problems	5	Multiple Choice	20
Re-orientation/ Coda	Finding out set of scene or moral value from the text	5	Multiple Choice	20
Total		**25**		**100**

3.6.2. The Reliability of the Test

Arikunto (2014:221) stated that reliability is the qualified of consistency that instrument or procedure demonstrate or a period of time. If the test was administrated to the same candidates on different occasion, then to the exam that it procedures differing result, it is not reliable. The test in this study were reading form.

Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using Kurder Richardson (KR-21).

The formula as the follow:

$$r = \frac{K}{K-1} \quad 1 - \frac{M(K-M)}{K.SD^2}$$

Where:

r   = Reliability of the whole test

K   = Number of test item

M   = Mean of score

S^2 = The square of standard deviation of the score (Variance of the scores)

The value of coefficient correlation categorized in the following criteria.

Where:

0.0 – 0.20   = The reliability is very low

0.21 – 0.40   = The reliability is low

0.41 – 0.60   = the reliability is fair

0.61 – 0. 80   = The reliability is high

0.81 – above   = The reliability is very high

3.7. The Technique of Analyzing Data

The technique of analyzing datawas done as the following:

1. Scoring test of experimental and control group.

2. Calculating mean score of the test between experimental and control group.

3. Tabulating the score of the students in pre-test and post-test of experimental and control group.

4. Comparing the mean of two groups

5. Comparing the result between experimental and control group.

6. Making a conclusion.

This formula is to know the effect of this study. It can be drawn as following:

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2}\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

(Arikunto, 2014:354)

Where:

Mx   = Mean of experimental group

My   = Mean of control group

dx^2 = Standard deviation of experimental group

dy^2 = Standard deviation control group

Nx   = Total number sample of experimental group

Ny   = Total number sample of control group