

THE CONTRIBUTION OF GENRE AWARENESS TOWARDS READING
COMPREHENSION OF NARRATIVES: A STUDY AT ENGLISH LANGUAGE
TEACHING STUDY PROGRAM STUDENTS OF PADANG STATE UNIVERSITY

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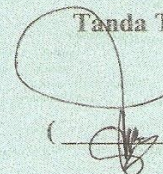
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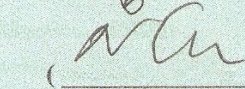
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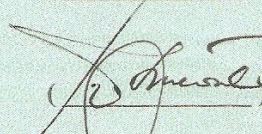
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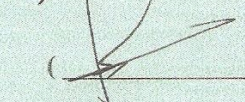
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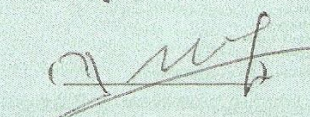
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ABSTRAK

Sari, Nara. 2012.*The Contribution of Genre Awareness Towards Reading Comprehension of Narratives: A Study at English Language Teaching Study Program Students of Padang State University.* Unpublished Thesis. English Department. Faculty of Languages and Arts. State University of Padang.

Menurut KTSP 2006, teks *narrative* adalah salah satu bentuk teks yang paling sering diajarkan di sekolah menengah di Indonesia. Untuk mengajarkan teks ini kepada siswa, guru pun harus memiliki kemampuan membaca *narrative* yang baik. Sebagai calon guru, mahasiswa Pendidikan Bahasa Inggris Universitas Negeri Padang (UNP) dituntut untuk memiliki kemampuan membaca yang baik tersebut. Ada beberapa faktor yang mempengaruhi kemampuan membaca ini. Salah satunya adalah pengetahuan tentang jenis teks atau *genre awareness*.

Penelitian ini dilakukan untuk melihat seberapa besar kontribusi *genre awareness* terhadap pemahaman membaca *narrative*. Peserta penelitian adalah mahasiswa Pendidikan Bahasa Inggris angkatan 2009 yang telah lulus mata kuliah *reading 1*, *reading 2*, dan *reading 3*. Penelitian ini berbentuk *mixed-method research* yang melibatkan dua teknik pengumpulan data, yaitu secara kuantitatif melalui tes membaca dan kualitatif melalui wawancara.

Hasil penelitian menunjukkan bahwa berfluktuasinya *reading comprehension* dapat dijelaskan oleh *genre awareness* sebesar 73%. Hasil tes menunjukkan bahwa mahasiswa yang memiliki *genre awareness* rendah tidak mampu memahami *narrative* dengan baik. Begitu juga sebaliknya, mahasiswa yang memiliki *genre awareness* yang bagus mampu memahami *narrative* dengan baik pula. Di samping itu, hasil wawancara juga membuktikan bahwa kemampuan membaca *narrative* mahasiswa sebagian besar dipengaruhi oleh *genre awareness* yang mereka miliki.

Dari hasil penelitian tersebut, dapat disimpulkan bahwa mahasiswa Pendidikan Bahasa Inggris harus mengasah pengetahuan tentang jenis teks atau *genre awareness*. Hal ini sangat berperan untuk meningkatkan kemampuan membaca *narrative* dan untuk meraih kesuksesan dalam bidang akademik mereka.

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Padang, 1 August 2012

Writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading comprehension involves an interactive process between readers and texts. In that process, the focus is given to both readers and texts. The successful readers can link the existing knowledge to the information given in the text. Their background knowledge or schemata functions to help the readers convey meanings from the texts. Interactive readers also focus on how the ideas of the texts are organized by the authors. Through understanding the text structure, the readers are able to communicate the meanings of the texts. As the result, the reading comprehension can be established.

In general, there are two most common text structures based on its purpose, expository and narrative texts. However, in education, narrative texts seem more important. According to Emmott (1997), students learn to train their reading skill through reading a narrative. The creative and critical thinking skills possessed by the students through reading narratives will help the students to read more advanced literacy later on. Besides, narratives also help the students understand their own experiences and emotions because narratives consist of stories that are mostly closely related to the students' lives (Elder, 2004).

The importance of narratives has been adopted by the School Based Level Curriculum (KTSP 2006) in Indonesia recently. Narratives instructions often appear in almost all of the grades at elementary and secondary schools in

Indonesia right now. The students are expected to be able to read, write, listen, and speak narratives. To make the students master narratives in the four aspects of English skills, teachers need to make sure that they already have good comprehension of narratives. When teachers achieve good reading comprehension of narratives, they will be able to teach the texts to their students.

As teachers-to-be, the English Language Teaching Study Program (ELTSP) students at English Department of State University of Padang (UNP) are expected to have good reading comprehension too, especially narratives. This good narratives comprehension will help them teach at schools and also read better as college students. Proved by researches by Chen (2007), Gallick (1999), Sheory and Mokhtary (1994) in Whalen's (2010), students who spent more time reading narratives will get higher GPA than the students who do not read narratives. That means students who are used to reading narratives are the ones who can achieve academic success at college. Moreover, this success is definitely followed by the ability of the students to write well at advanced level. In short, ELTSP students who master in narratives will do well in both academic reading and writing.

However, these observation data below show that the ELTSP students' reading comprehension is still unsatisfactory. There is only one out of eight students got all A's in Reading 1-3 subjects (student 6). The 7 others did not fail the subjects, but they got B or C unsteadily for each subject.

| Student code | Reading 1 | Reading 2 | Reading 3 |
|--------------|-----------|-----------|-----------|
| 1 | C | C | B |
| 2 | A | B | B |
| 3 | B | A | B |
| 4 | A | B | B |
| 5 | C | B | B |

| | | | |
|----------|----------|----------|----------|
| 6 | A | A | A |
| 7 | B | B | B |
| 8 | B | B | C |

In the subject of Reading 1- Reading 3, there are some kinds of texts learned by the students. One of them is narratives. So, it can be concluded that in general, the students' reading comprehension of narratives is not good enough.

Furthermore, there was a research done by a team of lecturers in English Department toward reading ability of fourth year students in 2010 showing that the English students' reading comprehension of narratives is not well formed. Although the students have already been introduced to narratives since elementary schools, they can only answer 4 out of 10 questions for each narrative given. It means the students' mastery of narratives is only 25%. In short, it can be said that the students reading comprehension of narratives is not well improved.

There are some factors that influence this unsatisfactory result of the students' narrative comprehension. Alderson (2000) groups the factors within readers and texts variables. Within reader's variables, there are schemata and background knowledge related to the reader's mind and memorization, followed by metacognition and metalinguistic knowledge which boost the use of strategies in reading, knowledge of language, content, subject matter, culture, world and knowledge of genre or text type. Some textual features that facilitate reading are text topic and content, text type or genre, text organization, text readability, typographical features of text, and verbal-nonverbal information found in the text.

Regarding the ELTSP students will become teachers later on, having good knowledge of text is considered more important than other factors (Devitt, 2009). She states that if the teachers are conscious of what they are going to teach, they will make better decision of what will they teach to students. That is the first important pedagogy in genre teaching, she continues. Additionally, Galea (2005) asserts that the teacher's knowledge of linguistics pattern of different text type will be useful to achieve the students' reading comprehension. In conclusion, as a part of students' success in reading comprehension, teachers take crucial role.

This study, therefore, will find to what extent the knowledge of text types of genre awareness towards reading comprehension, especially narratives. This study will reveal the contribution of the genre awareness possessed by the teachers-to-be at English Department of UNP towards their reading comprehension of narratives. Not only for teaching, will this reading comprehension of narratives owned by the teachers also help them achieve success in their field study at the college.

B. Identification of the Problem

There are two contributing factors that affect the students' reading comprehension of narratives; readers' variables and texts variables (Alderson 2000). Within reader's variables, there are schemata and background knowledge related to the reader's mind and memorization, metacognition and metalinguistic knowledge, knowledge of language, content, subject matter, culture, world, and knowledge of genre or text type. Text variables are text topic and content, text type or genre, text organization, text readability, typhographical features of text, and verbal-nonverbal information found in the text.

C. Limitation of the Problem

Based on the identification of the problem above, the research is limited to seek the contribution of knowledge of text type or genre awareness towards reading comprehension of narratives.

D. Formulation of the Problem

Referring to the background of the study above, the statement of the problem can be formulated as, “To what extent does genre awareness have contribution towards ELTSP students’ reading comprehension of narratives?”

E. Research Question

Regarding the formulation of the background above, the research questions are specified as: “How is the contribution of genre awareness towards ELTSP students’ reading comprehension of narratives?”

F. Purpose of the Research

The aim of this research is to seek the extent of the genre awareness contribution towards ELTSP students’ reading comprehension of narratives; it will explain whether the contribution is significant or not.

G. Significance of the Research

This research theoretically contributes to the theory of reading. It is expected that the result of this research will be beneficial to enrich the theory of factors influencing reading. The genre awareness will be considered to take an essential part in reading comprehension.

Practically, the result of this research is expected to give a contribution to the teaching of reading in English for students as readers, especially for university

students. This research is aimed to provide information for those who want to improve the quality of their teaching.

H. Definition of Key Terms

| | |
|-----------------------|---|
| Genre | : a form of text which has certain distinctive features: social communicative purpose, organizational pattern, and language structure. |
| Genre awareness | : knowledge of identifying the whole parts of a text type of each genre; organizational pattern of a text, linguistics or language structure of a text, and social communicative purpose of a text. |
| Reading comprehension | : an ability to comprehend narratives, measured by some indicators of understanding skills of narratives. |
| Narratives | : both fiction and nonfiction stories with chronological order of paragraph pattern which are set around certain setting, have plot, characters, central theme, point of view, conflict and its resolution. |