CHAPTER I

INTRODUCTION

This chapter illustrates the main contents of the research including the background, research questions, research purposes, research significances, and rationale. Reasons are added here to prove that this research is feasible to be investigated.

A. Background

In this era, education is the most important aspect to develop in potential or character of the young generation. This young generation must be well educated to develop this country. According to Bialik, Bogan, Fadel, & Horvathova (2015), learning 21st century education is a preparation for future orientation and projects, together with the appeal of human intelligence and begins to create education free from violence, social injustice and moral destruction of human. Moreover, reading activity could offer a way to educate students' character using their critical thinking ability in gaining the messages from the text that is assumed will affect students' character.

However, based on the preliminary observation in SMA 1 Tambelang, there are some problems in students' reading skill. The students gotdifficulty in comprehending the text; the factors are students lack knowledge of vocabularies, phrases, paragraphs, and passages or texts. Besides skills problem, students' manner is also identified as a problem. 60% students do inappropriate manner such as; cheat, lie, escape from the class. Therefore, it can be assumed that the problem of moral value can affect students' achievement in learning.

In Indonesia, reading comprehension is one part of language learnings. According to Nurdwiansyah, Sada, & Rosnija (2013), tenth grade students require mastering some English text types; descriptive, recount, news items and narrative text. Regarding students character building, this research chooses narrative text.

Pardiyono (2007) stated that narrative is a text to tell an activity in the past which increase problematic experience and solutions to amuse and give a moral value for the reader. Further, according to Muntamah (2016), moral value concerns with the human's personality which has responsibility. Kaur (2015) stated that students can learn moral at home and school such as learning to love each other, respect the older, avoid bullying, etc. Therefore, the teacher can use narrative text to teach moral value in reading class; moral value in reading activity can help students to internalize the concept of moral value and implement it in their daily life.

In identifying moral value, students involve their critical thinking ability. Meanwhile, Paul & Elder (2014) stated that critical thinking is the art of analyzing and evaluating thinking with a view to improve it. Further, according to Paul & Elder (2014) cited in Anwar & Iramawaty (2015), critical thinking evaluate the students who are used to think critically, it makes the students learn the content to be more understanding. Therefore, students can be easier to gain the moral value from the text by critical thinking.

There are several research regarding this research. First, a research by Daryanti (2017) explained about the factors that cause students' difficult in finding the moral value of the narrative text. Second, research by Setiawan & Fahriany (2017) explained about identifying moral value in the textbook. The difference between those previous researches with the current research is that this study aims to analyze students' reading comprehension and students' ability to determine moral value in narrative text. Therefore, this research takes the title "FOSTERING STUDENTS' ABILITY IN COMPREHENDING THE NARRATIVE TEXT AND IDENTIFYING MORAL VALUES AS A CRITICAL THINKING SKILL".

B. Research Questions

According to the description above, the research questions can be formulated as follows:

1. How is the process of teaching reading moral value in narrative text?

2. How is the students' reading comprehension in narrative text?

3. How is the students' ability in identifying moral value in narrative texts as critical thinking?

C. Research Purposes

From the research questions above, this research aims to reveal the expected result, as follows:

1. To analyze the process of teaching moral value reading narrative text

2. To analyze students' reading comperhension narrative text

3. To analyze students' ability in identifying moral value in reading narrative text as critical thinking

D. Significances the Research

This research has theoretical and practical significances. Theoretically, this research can become a reference for the other researcher who will conduct the relevant study. Practically, this research has significances to teacher and others. For the teacher, this study is expected to help English teacher in teaching reading narrative text, especially to facilitate students in gaining comprehension of the text through finding the moral value. For others, this study will develop the readers' understanding of the contents of the narrative text and know the moral values in narrative text. This study hopefully can help others to know and realize the importance of narrative text in teaching moral messages.

E. Rationale

Reading is an activity to get ideas between writers and readers and understand what they read. In English Foreign Language (EFL) reading is one of the most important skills besides writing, speaking, and listening. However, reading is a skill that must be mastered by students to get information or ideas from a text. According toHerlina (2012), reading can be defined as a process to understand the meaning of a written text. Reading is understanding the meaning in simple transactional and interpersonal written text both formally and informally in recount, narrative, procedure, descriptive, and report text in daily context (Herlina, 2012).

From some of the explanations above, it can be concluded that reading is a process to understand ideas and obtain information from written text, then to draw conclusions from that information. Moreover, in this research, students' difficulties are to get information and comprehension of the text. Fitriani, Marbun, & Novita (2014) stated that by reading the text, the students can gain the benefit such as getting new vocabularies to enrich their knowledge, understanding the grammatical structure, solving a problem, getting a new idea by comprehending a reading passage.

Furthermore, moral value is one of the elements of narrative text. According to Sulistiyo (2018) narrative text is a kind of fiction stories such as a novel, short stories, epics, mystery, horror, western, fiction, fantasy, and fable. According to Sue (2007) in Alkaaf & Al-Bulushi (2017),the three main elements of narrative stories are:

1. Introduction: the extent to which the writer is capable of outlining the topic and drawing the reader's attention to the elements of the story.

2. Body: the behavioral indicators that construct the plot and weave the events towards the climax in order to eventually discover the moral of the story.

3. Conclusion: the resolution of the story's problem and a statement marking a logical ending.

Based on theories above, narrative text is a text that tells a story which raises the problematic experience in the past and resolution which consists of some characters, plot, setting and action in order to amuse the reader. Besides learning narrative is related to students critical thinking, because according to Hove & Genal (2011) critical thinking is mode of thinking about the subject or problem in which the thinker improves the quality of human thinking by skillfully analyzing, assessing, and reconstructing it. Moreover, narrative text requaires students critical thinking to anlyze the chronological problem of the story.

Furthermore, narrative text consists of moral message. Therefore, students can get a moral message from reading narrative text. According to Nicolai (2003), the narrative text is dominated by the value of kindness, while, fairness is included least explicitly in the stories.

According to Sternberg as cited in Daryanti (2017), morality refers to concern for good relation with each other. Moreover, moral is someone's act and habit in interaction with other people. The term "value" may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, thosethings are useful as individuals happen to value them (Benninga: 1991:131). Therefore, the value is measuring the attainment of something.

According to Hambali (2013), moral value is one part of character buildings; it is beneficial in people's lives because they need to communicate and socialize with each other. Further, having good moral values, people can create a good atmosphere in communication and socialization.

Based on the theories of moral and value above, that is a message in the story which involves character education. Miller, Kraus, & Veltkamp, (2005) cited by Jamaludin (2015) stated that character refers to those aspects of personality that are shaped through experience, training, or socialization process. Therefore, moral value is someone's feeling depend on the story.

F. Previous Research

Narrative text consists of moral message or moral value. In this study, the researcher aims to understand the text and analyze the moral value that students get from reading the narrative text.

There are several researches regarding students reading comprehension through moral value in narrative text. First, research by Daryanti (2017),explained about the factors that cause students' difficult to find the moral value in the narrative text. The factors were an exception in the decoding process, previous knowledge, motivation or perseverance, high-level cognitive skills, metacognition.

Second, research by Setiawan & Fahriany (2017), explained about identifying moral value in the textbook. The research found that the English textbooks lacked of fables and gave a smaller portion to Indonesian local stories. Moreover, the narrative texts were dominated by the value of kindness, while, fairness was included least explicitly in the stories. These findings were supported by the views and preferences of the teachers and students. Lastly, the teachers and students

compactly argued that vocabulary is the greatest barrier to teaching and learning narrative text.

Third, research by Mislaini (2015), explained about applying fable in teaching reading narrative text can influence the students in learning reading.

Fourth, research by Sari (2016), explained about using the story of a folktale in teaching reading narrative text caninfluence the teaching-learning process and increase students understanding in reading the narrative text.

Fifth, research by Rosnija & Bunau (2015), explained the result of the treatment shows that teaching reading comprehension in narrative texts using content literacy strategies increases student achievement.

This research is different from previous researches. Previous research was conducted at the Junior High School level, while this study is conducted at the Senior High School level. Researcher takes data at the Senior High School level, it is because Senior High School students are more open-minded in thinking and related to their attitude. In this present research discussed students' comprehension in narrative text and how they identify moral value based on the text to arouse critical thinking skill.