

CHAPTER I

INTRODUCTION

This chapter discusses some issues to the topic of the research. They are the background, the problem of the research, the operational definition of the terms, the significance and the scope of the research.

1.1 Background of the Research

Reading is one of skills that should be mastered by everyone who learn English. According to Linse (2005: 69) "Reading is a set of skills that involves making sense and deriving meaning from the printed words". From this definition, we know that reading has functions as a means to access information. One of the reasons why everyone need to learn reading English in getting the information is caused by most of important information and knowledge is written in English. As an international language, English is used for delivering information and important knowledge which is published internationally by the author.

Since English is widely used by the people in the world to share information and knowledge, then English is determined as an important language. By this condition, English is massively learnt by many non English- speaking speaker, in the world including Indonesia. In Indonesia, English is chosen as one of language which is included in school subject starting from elementary school level. It doesn't come to a problem when English is only learnt, but if it is used as a standard in passing the exam, then it comes to a problem especially for senior

high school students. Reading is the major material used in senior high school national examination. In reading, we need comprehension in order to understand about the content of the text. Vaughn and thompson (2004: 98) state that “comprehension is the active process of constructing meaning from text”; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. So, “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency” (Anderson, et. al; 1985 and Larson, et. al; 1987 in Klingner et. al: 2007). By reading comprehension, the students understand more about the meaning of the text and if the students doesn’t know about reading comprehension, then it will be hard for them to pass the examination.

Based on preliminary study conducted by the researcher on March 30th, 2016 at MA Ma’arif NU Kencong, the researcher got an information from an English teacher that students are low in reading comprehension. It was only 42% of students in this class got score higher than the standard score and 58% students got marks under the standard score while the standard score of English subject in this school is 70. The preliminary data was gotten from regular evaluation result in the second semester. In addition, based on the interview result with an English teacher in this school, there were some difficulties faced by the students in reading comprehension: First, they had difficulties to understand the context and get the information of the story. So, the students failed to understand longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extens. Third,

the students were lack of motivation in reading English text. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends work.

Those cases were quite problematical and should be solved because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension. Therefore, the teacher are expected to be more creative in choosing and applying strategy and media for teaching reading. In order to make students more interested and able to understand the material during learning process is continued.

In teaching learning process, there are many ways to develop students motivation especially in teaching reading. One of them is applying appropriate teaching strategy. Through the use of several kinds of interesting teaching strategy, the teacher can create comfortable atmosphere for the students in the reading class. One of the appropriates teaching strategy especially in reading comprehension by using story grammar strategy. According to Mandler (1984 in Amer: 2003) “story grammar strategy is the system of rules used for describing the consistent feature found in narrative texts”. Story grammar is an effective strategy to build students cognitive ability at independent learning in reading comprehension. The students are guided to find out the important information by using organizational framework of story grammar. They can use the framework as

a foundation to answer the questions related to the story. Thus, the researcher was confident enough that this strategy would effectively work to solve the problem. Therefore, the researcher uses story grammar strategy to improve reading comprehension on narrative text.

1.2 Problem of the Research

Related to the background of the study, the problem is formulated as follow: “How can the implementation of story grammar strategy significantly improve students reading comprehension on narrative text at MA Ma’arif NU Kencong, Jember in 2015- 2016 academic year ?”

1.3 Objective of the Research

In line with the problem of the study, the objective is to improve the students how story grammar strategy can improve students reading comprehension on narrative text at MA Ma’arif NU Kencong, Jember in 2015-2016 academic year.

1.4 Operational Definition of the Term

The following definitions are given to give some understanding or perception for some terms is used in this study. They are also expected to avoid ambiguity or misinterpretation. They are defined:

1.4.1 Story grammar strategy

Story grammar strategy is a reading comprehension strategy which is used to guide students in finding out the important information of the narrative story by using an organizational framework. It is make the students easier in analyze the story. Therefore, important information of the story can be got.

1.4.2 Reading comprehension

Reading comprehension is an activity of the students to understand and find out the important information from a written text.

1.4.3 Narrative text

Narrative text is a piece of text that tells a story and the function is to entertain the reader or listener. There are several kinds of narrative form. These kinds are based on the story types. The types of narrative are: Fable, myths, legend, fairy tales, science fiction story, short stories, parables, novels, horror story, and etc.

1.5 Significance of the Research

The results of the research are expected to give the following benefits:

1. For students

Reading narrative text by using story grammar strategy will hopefully influence their responses toward English lesson especially in reading narrative text, and further help them to pass the exam.

2. For teachers

- a. It will hopefully give them a better way in teaching reading on narrative text for their students by using story grammar strategy.
- b. The result is useful to overcome the difficulties among the learners of reading comprehension on narrative text by using story grammar strategy.

3. For other researcher

- a. The result give new experience in learning process to apply by story grammar strategy in teaching reading comprehension on narrative text.

- b. The result can be used as enrichment for teaching English in the reading classes to be applied by using story grammar strategy, so as to improve the students' reading comprehension on narrative text.

1.6 Scope of the Research

Scope of this research is the implementation of story grammar on narrative text to improve reading comprehension. This research will be conducted to eleventh grade students of senior high school at MA Ma'arif NU Kencong, Jember in 2015- 2016 academic year.