

CHAPTER I

INTRODUCTION

This chapter highlights some points related with the topic under study. They are the background and problem of the research, the research objective, the operational definition, the significance and the scope of the research.

1.1 Background of the Research

In globalization era, English is very useful in Indonesia. Learning English is necessary thing for us to face the globalization era. When we want to learn English, we always need to read some books or references. Reading is a process of transferring information from the writer to the reader. Reading can not be separated from our daily activities because people read many kinds written materials such as newspapers, magazines, or many kinds of books. Through reading, we can obtain many kinds of benefits such as, get information, news, amusement, or new knowledge.

Reading is one of the English skills that should be mastered by the students. It is an important tool for academic success. If the students struggling to understand English, it will hard read and comprehend the English text and they cannot enrich their knowledge through reading. Reading is necessary in every class, the students should have reading habit to make them easily to develop their knowledge and learning about certain topic.

Hudson (2007: 73), in a survey of empirical studies concluded that “second language proficiency plays a greater role than does first language reading ability”

In the fact, many students still low in reading comprehension. They had problems in finding general information, specific information in English text. Most of them think that reading is a thing that forces them to think hard in understanding something, doing some certain exercises or tasks. Furthermore, most of texts were hard for the students when the texts were too long and had a lot of unfamiliar words and complex sentences.

At the beginning of the course they are not forced to produce the language, they only need to comprehend it. (Alley & Overfield, 2008) so that why, teaching reading is very important to help us on comprehending the text.

Based on the explanation above, this study concerns to the way how to solve the problem faced by the students that is reading comprehension. The teachers should pay attention to use appropriate methods, strategies or techniques in teaching reading. The technique used should be a technique that involves the students in the process of reading activity. Therefore, the students will experience the learning and learn how to comprehend the English text.

There are some appropriate strategies. One of the appropriate strategies is Teaching Proficiency through Reading and Storytelling (TPRS).

TPRS, was called originally Total Physical Response-Storytelling and only recently changed its name to Teaching Proficiency through Reading and Storytelling was developed by Blaine Ray. TPRS does not use text books neither grammar and

1.6 Scope of the Research

This research only focus on the use of Teaching Proficiency through Reading and Storytelling (TPRS) strategy in teaching reading comprehension. The subject of the research is the tenth students at SMAN Kalisat in the 2016/2017 Academic Year.