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

vocabulary activities, instead, it fosters the usage of funny stories combining them with physical movements to promote the four languages kills. Therefore, the students learn vocabulary and grammar in context in an inductive way (Alley & Overfield, 2008).

TPRS have three main steps, which are; establishing meaning, asking a story and reading. In the first step, the students read a certain text and establishing the meaning. This part consist of introducing the structures and the vocabulary of text before reading it or at the same time in order to allow comprehension. Then, in the last step of TPRS, the students read, discuss and translate each paragraph of the story. After that, the teacher asks about the main aspects of the text, adding some details that can be formulated by the students. Finally, the students create a similar story, invented by them. In the case of younger learners, the teacher reads aloud the story, discusses it and uses pictures and follow-up activities (Demir & Cubukcu, 2014).

Based on that explanation, Teaching Proficiency through Reading and Storytelling (TPRS) can help the teacher to teach reading comprehension.

Finally, from the explanation overall, the researcher choose Teaching Proficiency through Reading and Storytelling (TPRS) that is expected to give significant effect toward students' reading comprehension.

1.2 Problem of the Research

Based on the background of the study, the problem of the research is formulated as follow:

"Is there any significant effect of using Teaching Proficiency through Reading

and Storytelling (TPRS) toward students' reading comprehension on tenth grade students at SMAN Kalisat in 2016/2017 Academic Year? "

1.3 Objective of the Research

Based on the problem of the research, the objectives of the research is formulated as follow:

"To know whether or not there is significant effect on students' reading comprehension who are taught by using Teaching Proficiency through Reading and Storytelling (TPRS) on tenth grade students of SMAN Kalisat."

1.4 Operational Definition

It is very important to give operational definitions of the terms used in this research to avoid misunderstanding of the concepts between the writer and the readers. Operational definition of key term is the guidelines to notice the concept of the research problem. From explanation above, it can be concluded that it is necessary for the researcher to define some terms used in this thesis, so that both the researcher and reader will have mutual understanding, those terms are:

1.4.1 Reading

In this research, reading is an important activity in life with which one can update his/her knowledge. Reading comprehension means the ability of the students to understand and comprehend the English text by using Teaching Proficiency through Reading and Storytelling (TPRS). In reading

comprehension, there are three important points; word comprehension, sentences comprehension, and paragraph comprehension.

1.4.2 Teaching Proficiency through Reading and Storytelling (TPRS)

In this research, Teaching Proficiency through Reading and Storytelling (TPRS) is the strategy that use to improve students' reading comprehension. In Teaching Proficiency through Reading and Storytelling (TPRS), there are three steps which can help the teacher in teaching reading; establishing the meaning, storytelling and the last step is reading.

1.5 Significance of the Research

The result of this research are expected to give the following benefits:

1.5.1 For the English Teacher

The result of this research are expected to be useful for the English teacher as a consideration in teaching reading. It can be appropriate strategy to make students enjoy and interested to learn English.

1.5.2 For the Students

The result of this research are expected to be useful for the students to raise their motivation and make them interested to learn English especially in reading class.

1.5.3 For the Future Researcher

The result of this research are expected to be useful for the future researcher. Hopefully, this research can be reference for doing similar research in the future and make it easily for the researcher.

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.