

CHAPTER 1

INTRODUCTION

This chapter covers some points including the background of the research, the problem of the research, the objective of the research, the significance of the research, the operational definition of the key terms and the scope of the research.

1.1 Background of the Research

In learning language, one of the skills that should be improved is reading. Reading plays an important role in all areas of school. By reading, the students can get more knowledge when they are able to comprehend and construct the meaning of the text. According to (Alyousef, 2006:144) reading can be seen as an “interactive” process between a reader and a text. In this process, the reader can interact directly with the text to get the meaning of the text. According to (Hamra, 2010:27) in fact, for Indonesian learners, they still face difficulties in reading English sources even in the level of senior high school (in Wahyunengsih, 2017:285). Therefore, teachers need to improve and evaluate continuously any kind of teaching methods to help students develop their skill in reading. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). It seems Teachers may assume that students will learn to comprehend the text by reading.

Based on the objectives of teaching English as stated in the objectives of English Curriculum of 2013 for senior high school, the students are educated to

be able to search for information, express opinions in front of the class, evaluate and draw conclusion actively and independently.

Although the objectives of the teaching has been stated explicitly, it can not be denied that the result of reading test in English subject is below expectation. By interviewing the english teacher, the researcher found that the students' of MA Wahid Hasyim Balung reading scores were still low because they could not comprehend the information from the text . Thus, the researcher gave a reading comprehension test to know the score of reading comprehension. The KKM is 75, but the average of the students' result of the preliminary test was 67.

Based on the result of the preliminary study on English subject at MA Wahid Hasyim Balung, the students had problems in reading comprehension. First, the students got difficulty on how to analyze the text and state the important ideas. Second, they felt difficult and spent long time to determine the main idea or story's structure of the text when they read a text. Third, they were passive during the teaching learning process.

To solve those problems, it is found that story frame strategy can improve their ability to comprehend the text. It is believed that Story Frame strategy can solve those problems. Story frame is a reading strategy which is done in the post – reading activity. It test students comprehension skill in a reading passage by filling the blank words of the story frame that have been given.

According to Cudd and Roberts (1987:74) Story Frame is a focus on the story structure, it is thought that using story frames to develop comprehension will give children an independent guide to organizing and remembering information from

narrative selections. It means that Story Frame strategy can help students understand structure of the story. It can stimulate them to comprehend the text, thus reading class will be active.

The reasons researcher choose Story Frame strategy. First, strategy Story Frames is one of the reading strategies that can be used as an alternative for teachers to help guide students in learning the story elements by identifying characters, story characters, settings and problems. Second, Story Frame strategy has advantage. The advantage of Story Frames strategy is can create independent students, so students can focus on the structure of the story and can understand the contents of the story

Therefore, it is necessary to conduct a classroom action research which focusses on Improving Students' Reading Comprehension by Using Story Frame Strategy at MA Wahid Hasyi Balung in 2017/2018 Academic Year.

1.2 Problem of the Research

Based on the background of the study, the researcher formulates the problems of the research as follows

1. How can the use of Story Frame Strategy improve the tenth grade of IPS 1 students' reading comprehension at MA Wahid Hasyim Balung in 2017/2018 Academic Year?
2. How can the use of Story Frame Strategy improve the tenth grade of IPS 1 students' active participation in reading learning process MA Wahid Hasyim Balung in in 2017/2018 Academic Year?

1.3 Objective of the Research

Regarding the formulation of the problems, the objectives of the research are expected.

1. To know how the use of Story Frame Strategy can improve the tenth grade of IPS 1 students' reading comprehension at MA Wahid Hasyim Balungin 2017/2018 Academic Year.
2. To know how the use of Story Frame Strategy can improve the tenth grade of IPS 1 students' active participation in reading learning process at MA Wahid Hasyim Balungin 2017/2018 Academic Year.

1.4 The Operational Definition of the Key Terms

It is very important to give operational definitions of the terms used in this research to avoid misunderstanding of the concepts between the researcher and the readers. Operational definition of key terms are the guidelines to notice the concept of the research problem, those terms are :

1. Reading Comprehension

Reading comprehension refers to the ability of students to comprehend the content of the text. It is an active thinking process that depends on the students experience and prior knowledge. The reading comprehension achievement in the test covered Particular words, Particular Sentences, Paragraph and Text. The students' reading comprehension is reflected in the students' reading test scores. The test will be conducted after the students get taught reading by using story frame strategy.

2. Story Frame Strategy

Story Frame strategy is a strategy that help students in improving reading comprehension which focus on story structure. The students have to read a text in times. Then they have to remember the information of the text. The last, they have to summarize the story structure of the text by using story frame sheet given by teacher.

1.5 Significance of the Research

The result of this research will be beneficial for several purposes:

a. For the researcher

This research gives her knowledge and experience in the implementation of Story Frame Strategy to improve reading comprehension. And also the results of this research are expected to be used as a reference to conduct further research in the similar field or other studies on reading comprehension.

b. For the English teacher

This research gives specific steps of how to improve reading comprehension. The information can be used as a consideration to improve the teaching creativity in teaching English reading comprehension by using Story Frame strategy. Therefore, the English teacher can use the research as a reference in implementing Story Frame strategy to improve reading comprehension.

c. For the Students

This research hopefully helps students to improve their reading comprehension, identify, remember information of the story and motivate them to

reading with varied, fun, and innovative way so that the achievement of student learning outcomes is expected to increase.

1.6 The Scope of Research

Based on the identification of the problems, the research focus on the implementation of Story Frame Strategy to improve students' Reading Comprehension of the tenth grade of IPS 1 students at MA Wahid Hasyim Balung in 2017/2018 academic year.

