

CHAPTER I INTRODUCTION

A. The Background of Study

Nothing can do without studying. By studying everything can be changed. Actually the behavior and the mind set can accommodate this attention. In Indonesia, learning for nine years is compulsory to children. In addition, learning English is the major in the institute of education. In school English is taught as foreign language.

Mastering the language is compulsorily to students. In this case, students are expected to have the language skills and have to master them. And one of the language skills is reading, and it is very necessary in teaching learning process. Reading can be done in the various activities or types. They are skimming (reading rapidly for the main points), scanning (reading rapidly to find a specific piece of information, extensive (reading a longer text, often for pleasure with emphasize on overall meaning), intensive (reading a short text for detailed information).

All the activities or styles above are merely for a purpose. A purpose here is aimed to looking for the meaning. That is why reading is the complex activities because it is not just saying symbols in the writing form but also have to think and find the meaning.

Reading for meaning is also called as reading comprehension. Dallman, et all (1982:25) cites that reading comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with

language. Moreover the meaning of the text is being read necessary to know. The intention or idea of author plays the main part in the reading comprehension.

In addition Sousa (2005:42) states that comprehension of reading materials occurs when readers are able to place the meaning of individual words into the structure and context of the entire sentence. It means that readers should construct the meaning from the entire text.

Reading comprehension becomes important part because it will give some advantages to the readers. It will be easier for students to gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which the authors didn't cited in the text.

Moreover reading is the central role in teaching learning process. That is really seen from the researcher's observation at the relevance school. Half of their score is taken from the mastering of reading and other from the other aspects of skills. Thus it is compulsory for students to master the reading.

Reading comprehension also has been included in National Examination. It means that reading comprehension gives the contribution to pass the National Examination. In the reality, many students could not pass it because they were not able comprehended the text well. That was happened because they were lack in the vocabulary and the text were too long. As the result they got bad score and did not pass the National Examination.

Then Educational Level- Oriented Curriculum on 2013 for high school students claims that one of the main objectives of teaching English is to encourage

the students to be able to comprehend text in form of recount, narrative, procedure, descriptive, and report in the context daily life. Then in this curriculum students are expected not only have the knowledge of the topic being discussed but also they have the attitude and skill. All of these criteria will be valued based on the relevance rubric.

Moreover based on the researcher's observation on the relevance school, students mostly got the bad score or even under the standardized score (KKM) 65 especially in reading comprehension. They are difficult to understand the reading comprehension, more over when it is in the longer text.

To get the main idea of the text is really hard. Some of them waited for their friends' answer, or even cheated with their friends. They did it because they are not interested in reading moreover in reading longer text. Most of students thought words or vocabulary that are used in text are difficult. Dictionaries are rarely brought to school when there is English subject. They are truly less in vocabulary and motivation. The required teacher always remind them to do the reading habitual. But in reality they did not care about it. The teacher must give the full attention of this condition so that reading class can be more useful.

How to teach reading in order to teach students to get the idea (reading comprehension) are not really seen in school. Based on the researcher's observation that has been done in school, the teacher used the traditional technique in teaching reading. As the result, students felt bored so they did not contribute and active in reading class.

The researcher takes related research from other thesis as principle or comparison in this research. The first thesis is written by Iskandar, Sudarsono and Syarif Husin stated in their thesis about “Students’ Participation on Reading Comprehension Class Taught by Paired Story Telling Strategy”. They were students from FKIP UNTAN in Pontianak. This thesis discussed the students’ participation in teaching learning process taught by Paired Story Telling strategy. This thesis also answered the research question “How is the students’ participation on reading comprehension class taught by Paired Story Telling strategy?” It was descriptive study. The data were collected through classroom observation. The research findings indicated that the students showed active participation in the reading comprehension class taught by Paired Story Telling strategy (Iskandar, et al: 2013)

The other research is written by Anita lie (1994) in Paired Story Telling: an Integrated Approach for Bilingual and English as a Second Language Students, states that Paired Story Telling provided opportunities for one on one interaction among students around school tasks and give the opportunity to students to use the target language communicatively. The cooperative working improves group relations, increases self-esteem, and increases vocabulary acquisition.

In the research findings above, reading comprehension is an important part and complex cognitive process. It states the meaning from the entire text by reconstructing the idea. A particular technique is needed that can improve the contribution in teaching and learning process especially in reading longer texts.

Based on the phenomenon, an appropriate technique is needed. It is important to make the teaching and learning process more effectively and interesting. There were so many techniques can be applied in reading comprehension class. One of them is paired story telling technique. Paired Story Telling technique has developed as an interactive approach between students, teachers and learning materials (Lie, 2010: 71).

In this technique, the teacher must understand the students' ability to activate their ability and experience to be more meaningful learning materials. This technique has some procedures when it is applied in the classroom. Firstly, the material or text is divided into two parts. After brainstorming, students are asked to work in pairs and each member on the group will get different part of the text. After reading the text, students should find and write the key words based on the text they got and change over the key words to their paired partner. Finally, students create the complete material, read the material and discuss it.

In addition Paired Story Telling technique stimulates students to develop thinking skill and imagination. Students are also motivated to work cooperatively. Teacher appreciates the results of the students thinking so that they will be encouraged to continue learning. This technique is expected to make students interested in reading text, especially in reading various English texts.

Based on the explanation above, the researcher is interested to conduct an experimental research entitled “The Effect of Applying Paired Story Telling Technique on Students’ Reading Comprehension”

B. The Problem of Study

Based on the phenomenon above, the problem of the study is formulated as follows:

“Is there any significant effect of Paired Story Telling technique on students’ reading comprehension?”

C. The Scope of Study

In order to restrict the discussion of the study, the researcher focuses on the effect of Paired Story Telling Technique on students’ reading comprehension at literal, inferential and critical comprehension on narrative text.

D. The Objective of Study

The objective of the study is aimed at finding out the significant effect on reading comprehension by applying Paired Story Telling technique.

E. The Significance of Study

There are two kinds of benefits in this study: theoretical and practical benefits. The expected result of the study both theoretical and practical benefits are:

1. Theoretical Benefits

Theoretically this study has significance to other researchers, who are interested in getting further information related to this study.

2. Practical benefits

Practically this study has significance to English Teacher and Students.

English teachers who want to get the further information about the technique in reading comprehension and enlarge their experience in teaching reading comprehension.

Students who want to improve their skill and stimulate them in their reading ability in reading comprehension.