

CHAPTER I INTRODUCTION

A. Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking and writing. By reading, a reader does something to add knowledge, information and pleasure, instruction to do something, and also to know what happened. Brown (2000) states that reading is argued the most essential skill for success in all educational context. For most learners reading is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning other subjects where reading English is required.

In Educational unit level curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), the objective of teaching reading are clearly stated. One of the objectives is students are expected to be competent in comprehending reading in various English texts. For senior High School students, they were expected to be able to comprehend the meaning of written text : recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory explanation, discussion, and review in daily life context

Based on the writer's experience during the teaching Practice in junior high school (PPLT 2012), it was found that in teaching reading, most of students were just asked to read the text, then they answered some questions based on the text.

When the writer told them to tell some information from text, most of them didn't

have any ideas or opinion to clarify the information from the text. This situation happened because the technique used was not suitable.

The explanation above becomes the reason why the researcher would like to conduct a research by using paired story telling technique to improve students' achievement in reading comprehension. The reason why the researcher chooses paired story telling for study because paired story telling gives the students opportunity to converse in English. Then, the verbal use of the English Will improve the students' skill in reading.

B. Problem of the Study

The problem of the study is formulated as in the following :

Based on the background of the study, the researcher problem is formulated as the following “ Does the use of paired story telling technique improve the students achievement in reading comprehension in narrative text ?”

C. Objective of the Study

In relation to the problem of the study, this study is useful to improve students' achievement in reading comprehension by paired story telling technique.

D. Scope of the Study

This study focuses on the relationship between the Paired story telling technique and students' achievement in reading comprehension on the second grade students' of SMAPab1 Medan Estate.

E. Significance of the Study

Findings of the study are expected to be very useful for :

- 1) teacher who want to develop their ability in teaching reading,especially reading narrative text,
- 2) student who want to Improve their achievement on reading comprehension,
- 3) to help the research to get the information of paired story telling in teaching reading.