

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language, either English or Indonesian, consists of four skills, namely reading, writing, listening, and speaking. Through these skills, people will be able to understand and produce something. By reading and listening, then someone will be able to write and say the thing (information) that is found from what is read and heard. One of the first stages to get information is reading.

Reading is one of the important skills which have to be learned by the students in order to master English well. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading is something related to the activity of searching, founding, and collecting the information from the text and it is done either silently or loudly.

To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively. Students will catch the information from the text, if they comprehend the text.

According to Klingner (2007:2), "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. There is no reading well without comprehending well.

Narrative is the one of reading material that is studied by the students in Junior High School at Eight Grade. According to Pratyasto (2011), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn found a resolution.

Based on the data gotten by observing and interviewing the teachers in SMPN 6 Kisaran, showed that the students' reading comprehension in English Subject was low. It can be seen from Daftar Nilai Siswa of Eight Grade in SMPN 6 Kisaran. The Minimum Competence Criteria ( KKM ) is of 75. The students' reading scores in second semester would be showed in table 1.1.

**Table 1.1. Students' Reading Scores of Eight Grade**

CLASS	> 75	≥ 75	< 75
VIII – 1	6 ( 16 % )	3 ( 8 % )	30 ( 76 % )
VIII – 2	3 ( 9 % )	4 ( 13 % )	25 ( 78 % )
VIII – 3	5 ( 14 % )	2 ( 6 % )	29 ( 80 % )
VIII – 4	6 ( 18 % )	5 ( 15 % )	23 ( 67 % )
VIII – 5	5 ( 13 % )	5 ( 13 % )	29 ( 74 % )

*Taken from Daftar Nilai Siswa of Eight Grade at Second Semester 2014-2015 in*

*SMP N 6 Kisaran*

After knowing students' reading scores, it can be concluded that their reading scores is still low and mostly under Minimum Competence Criteria (KKM).

One of the factors caused the problem was when the student was given a text and they were asked to comprehend the contents especially catch the main information of the text, and then during the process of reading they found words that they didn't know its meaning, then they would quickly open the dictionary

and look its meaning. After that the students would write the meaning of the word on the top of the English word. Then they would continue their reading, then find a difficult word, open the dictionary, find meaning and write and so on until the end of the text.

So, as the result, they didn't understand the contents of the text, didn't find the information in, but only translated the meaning of each word. This way took a long time to comprehend the text. Because they more focused on translating unfamiliar words rather than took the core information of the text.

Beside that, students forced themselves to keep reading a text, although they already felt bored in reading or even they stopped reading because they found too many difficult words.

Those problems happened because almost the teachers always use the lecturing method when teaching reading. They gave the text and then asked the students to answer the questions that had been provided after the text. After trying to comprehend the text then, they couldn't understand, but because, they were asked to answer the question so, the students more focused on answering the questions rather than comprehending and getting main information from the text. As a matter of fact, indirectly, teachers motivated students to answer the question correctly, not really to understand well the content of the text. The students predicted the answer by looking the similar words in question to words in the text. If there was a same sentence in the question and paragraph , then they would think it was the answer.

However, it was not ultimate goal of reading. As mentioned above, that the success of reading is measured from comprehending and finding the information from the text. Thus, the lecturing method can't really measure students' comprehending of a text.

So, after knowing the students' problems in reading comprehension, it can be concluded that there is an inappropriate method used to convey the reading material. Method is also one of the factors that can affect the learning process. Through methods, teachers and students can be helped to make the teaching and learning process run well. But, of course, with a selective method that has been adapted to the skills, materials, and students' background.

So, the researcher attempted to apply the method beside the conventional method, it is Start With Simple Stories Extensive Reading method (SSS ER) that was assumed could be appropriate method to convey the reading material, especially for reading narrative text . Hopefully, this method can bring students to leave their habit when they read, such as finding a difficult word, opening the dictionary, searching for meaning, writing the meaning in the text, and stopping their reading. This method was used to see how significant the method could influence students' reading comprehension achievement in narrative text.

Akio (2006) says that Start with Simple Stories is a unique, simple and fun language learning method enjoyed by students of various language levels and social backgrounds. The reading material most English teachers recommend to their students for this purpose is popular fiction.

Most English teachers put too much emphasize on looking up difficult words in English-Indonesia dictionaries, and ask students to translate every sentence into Indonesia if they want to comprehend the text. However, using dictionaries put too much stress on students and hinder them from leaning English.

Start with Simple Stories Extensive Reading method will provide a variety and simple narrative text with the picture, and only consists of some difficult vocabularies ranges between 3 up to 5 words. The students will not need open the dictionary and find meaning, so, the students are able to comprehend the text and the chronology of the story in narrative text more easily.

SSS ER method does not focus on the students' answers to questions, but on the comprehension of text correctly. SSS ER method will create fun and relax reading activity in the classroom. Because the narrative text selected has been already adjusted to the level of the class, the students' favorite stories and students' interest. So that students will read the text without forcing to answer the question because they like the stories.

The previous study conducted by Rozi (2010) in eight grade students of SMP Negeri 2 Lubukliggau, found that it is a good method to conveying reading material. At the proper time it can improve the students' habit of reading and also students' reading achievement. Students got higher scores after reading many stories. He used small library as his bigger reading sources. So, the students could choose many kinds of simple stories that they wanted.

Another previous study conducted by Han (2009), in Spanish majoring of South Korea, found that SSS ER method is affected well to the students' reading comprehension. The students could improve their vocabulary little by little. It really helps students to leave their habit to memorize vocabularies. After reading simple stories as much as possible, they would have many vocabularies. Then, they would be able to comprehend the text easily. It starts higher progress from the simple stories.

Baiti (2013) in the XI-2 Social class of MAN Tenganan, found that SSS ER method can improve the students' reading comprehension because this method used picture to make students easier in understanding the text. She said that the picture could help them to interpret the story if they really didn't know some difficult words. The difficult word didn't make them difficult to comprehend the text. The text is simple and also has picture. After comprehending the text, they were able answer the questions and got higher score.

So, by using SSS ER method, it does not only increase students' achievement in reading comprehension, but also makes reading as students' habit.

Based on the elaboration which was given, the SSS ER can provide a good influence for the students' reading comprehension of narrative texts.

## **B. The Problem of the Study**

Related to the background of the study, the problem of the study was formulated as the following : “ Is there any significant effect of using Start with



Simple Stories Extensive Reading ( SSS ER ) method on students' reading comprehension achievement in narrative text ? “.

### **C. The Objective of the Study**

This study was conducted to investigate whether there is some significant effect of using SSS ER method on students' reading comprehension achievement in narrative text or not.

### **D. The Scope of the Study**

There were many methods which could be applied to affect students' reading comprehension in many kinds of text. But, this study focused on applying SSS ER method on students' reading comprehension achievement in narrative text.

### **E. The Significance of the Study**

The finding of this study would be expected to be useful for:

#### **1. Theoretically**

- a. The finding of the research could be useful to use in language learning process especially for reading comprehension of narrative text by using SSS ER method.
- b. The theory of the research paper could be used as the references for those who want to conduct a research in English teaching-learning process.

2. Practically

- a. Especially for English teacher, to be creative to apply the method in teaching reading comprehension in narrative text.
- b. Students, to give them the information about other methods that could help them to improve their reading comprehension achievement in narrative text.
- c. Researcher, to improve her ability to conduct the research especially in teaching learning research.

