

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one do not have reading competence, because reading competence enables students to find the information in reading text.

The important point to be made about the reading is reading comprehension. To master reading skill, the readers need good comprehension in reading activity. In reading comprehension, reader must be able to get a deeper understanding of information that presented in a text. It means that reading comprehension involves thinking process. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge.

Every student absolutely has the prior knowledge. Each of them carries different schema or prior knowledge. Each of them carries different schema or prior knowledge. It is not same for all students. But, in the fact most of the

students still get a lack in activating their prior knowledge during the reading process, specifically in reading comprehension. Whereas, the activation of prior knowledge makes up a great amount of the process of reading comprehension. In this case, teachers have an important role. The teacher should attempt to activate prior knowledge as much as possible to reading text, allowing students to apply the prior knowledge use while reading.

Because reading comprehension is the important thing in reading, the students are expected to read various texts to get deeper understanding of information or to have knowledge. Harmer (2003:208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult. And when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So when the teacher told them to tell some information from their reading text, most of them didn't have idea to tell some information from what they've read. For Indonesian students, reading is still difficult to learn, particularly in reading English material.

Based on the researcher's experience when researcher was in research in field (PPL), the researcher found that the students have a difficulty when the students are asks to get some interesting messages from their reading text. Although some students could read and pronounce the words well but they could not understand to comprehend

the text well. And the result, most of them always get bad score in reading comprehension and could not reach minimum passing score (KKM). This condition really proves how bad the students achievement in reading.

Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain and hold a reader's interest; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

In effect, students need to learn the purposes and methods of narration in order to understand the narrative framework and to eliminate frustration when they read. When students know the narrative elements, they can more easily follow the story line and make successful predictions about what is to occur. In addition, understanding these elements develops higher-level thinking skills. For example, the complications in a plot are

related to cause and effect, and awareness of character's motives can lead to analysis.

Teaching narrative text emphasizes on teaching student to utilize story structure as an organizing framework for understanding aspects of the stories they read. To comprehend the story, students need to know about the generic structure of the story. Many researchers have recommended that traditional concepts related to teaching reading comprehension should be substituted by more innovative ones. Among those innovative strategies is Story Grammar Strategy.

Story Grammar Strategy refers to the elements of a story including the title, author, setting, main characters, conflict and resolution, events, and conclusion. Story Grammar Strategy is an interactive conceptualization of reading which is based on the conceptualization that readers should be consciously aware of text structure. According to this conceptualization, reading comprehension is an interactive process, an interchange of ideas or a transaction between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experiences to construct meaning. Based on the explanation above, the writer will find out whether this strategy effectively used in teaching reading comprehension and to improve the students' achievement in reading narrative text.

B. The Problem of the Study

Based on the previous discussion in the background of the study, a research problem is formulated as the following: *“Does the application of Story Grammar Strategy significantly affect students’ reading comprehension?”*

C. The Scope of the Study

The study is focused on the effect of using Story Grammar Strategy in reading comprehension. This study is limited only on reading narrative text.

D. The Objective of the Study

In relation to the problem, the objective of the study is to find out whether Story Grammar strategy significantly affects the students’ reading comprehension.

E. The Significance of the Study

The results of this study are expected to give some useful information both theoretically and practically.

1. Practically:

- a. English teachers who are expected to improve reading comprehension of narrative text by adopting Story Grammar Strategy in teaching learning process.
- b. The students help them in comprehending narrative text easily and to help students sharing ideas or opinion related to the text.

2. Theoretically:

- a. The researchers who are supposed to update their knowledge or information about how to improve reading comprehension of narrative text.