CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is use for communication (Brown, 2000:5). Based on the statement, language is the most important things in communication, and it is used as a tool of communication among the people around the world. Language is a bridge for those who want to make a good relationship. Without language, the problems will come when the people want to express their wants or to give information. Every country has its own language to one another. For Indonesia, English is as a foreign language.

In teaching and learning process of English as a foreign language, the students have to master all of English skill such as listening, speaking, reading and writing. Brown (2004:185) states that reading arguably the most essential skill for success in all educational contexts. That statement is supported by Carrel (1988:1) states that reading is the most important of the four skills, particularly in foreign language.English has four skills: these skills are important part in communication. The skills are listening, speaking, reading and writing.

Reading is one of important aspects to learn language.Reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop.Reading is very essential to get information from the text. Reading is process of getting meaning from

printed word symbols. In reading activity, the reader shouldunderstand the idea delivered by the text. A text can be divided into many kinds. One of them is narrative story. Narrative story as a cultural product is important for students to motivate imagination (Carter, 2005:3).

A narrative story is the story genre that is taught by giving illustration before the real interaction of teaching is started (Gerot, 2001: 17). Narrative text is the situation or the setting concerning with the story domain especially in (1) the core of the story, (2) the person or animals involved in the story and (3) how the story is delivered. As a text, a narrative text can be developed by the experience. In other words story is dynamic. Thus the generic structure is also developing. It implies that story is like other cultural activities in meaning and structure.

Based on the above explanation the study on story as a cultural product is important to conduct because any time it improves meaning, forming, creation, and imagination of students. Students sometimes are hard to find the answer of the questions in the text. They have to comprehend main idea of the text. Especially in reading narrative text, the students had the problem to understand the content of reading text, to understand the meaning words in reading text and the teacher does not give interest strategy to students. Therefore, students are less exited to read the narrative text because the teacher's strategy just asks student to read a text and answer the question.

Story face is one of strategies that can be used in comprehend the text to help students. According to Staal (2000: 79) the story face strategy is easier

to understand. Students more understand narrative text by using story face, students easier to remember a text. Story face can guide student to retelling a text because it uses like face.

It is supported by Whitten (2009:188) Story Face is an adaptation of story mapping, which also uses a visual framework for understanding, identifying and remembering elements in narrative text. In this theory, he explains that Story Face used the frame work to make students understand about a text. Before the students reads a text the students should be identifying and remember about element of narrative text, so that the students reading the narrative text the students have background knowledge about text.

This strategy gives some advantages to the students according to Staal in Klingner, J.K., Vaught, S., & Boardman (2007:79); first, it easy to construct. Second, it is easy to remember. Third, it can guide retelling. Then it is collaboratively learned through discovery. Next, it is flexible. Finally, it provides a frame work that can facilitate narrative text. In teaching reading this strategy is a strategy to make the students to easily remember content of the text because in this strategy the students find setting, main characters, problem, events and resolution of the text. It can be concluded that story face is effective way.

Recently the teachers are also challenged by the government to use the 2013curriculum. According to Majid & Rochman (2014:1), "the 2013 curriculum is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills". Boosting

the learning process is carried out through a scientific approach. Scientific learning is learning used scientific methods, especially learning which encouraged the students to Observing, Questioning, Exploring, Associating, and Networking/ Communicating.

The implementation of the 2013 curriculum is familiar with the words scientific approach. The application of this approach makes the students to learning model possibly to create a thought skill of science, the development of sense of inquiry, and students' thinking ability actively in the observing, questioning, exploring/ experimenting, and networking. According to (Dyer, 2011) in (Ridwan, 2015:53), "scientific approach is learning that has the components, they are components is, Observing, Questioning, Exploring, Associating, and Networking/Communicating". After know of component of scientific approach, the students would applied in writing from.Scientific approach is a learning approach that is designed to make learners work actively in constructing concepts and principles through the stages observed (to identify or find the problem), to formulate the problem, propose or formulate hypotheses, collect data with a variety of techniques, analyzing the data, draw conclusions and communicate the concept.

Based on writer's experience in doing PPLT in SMK Swasta Dwiwarna Medan, it is one of the schools in Medan that realized the importance of English. English teacher in SMK Swasta Dwiwarna understands that students need more practice in reading English because many students still confused to comprehend reading in narrative text. By

observing include the interview between the researcher and teachet, it found that story face is effective way to help students to understand the text but only some of students understand with teacher instruction. After doing preliminary research, it was found that some students face many difficulties in comprehending narrative text although the teacher has used story face.

Considering the problem, a research was conducted to explore the problem. So, the writer would like to conduct a research entitled "The Use of Story Face in Teaching Reading Comprehension of Narrative Text in SMK Swasta Dwiwarna Medan".

B. The Problems of Study

The problems of the study are as follows:

1. How was the process of teaching reading comprehension through story face of narrative text at grade X in SMK Swasta Dwiwarna Medan ?

2. What were the students' problems in the process of learning reading comprehension through story face of narrative text at grade X in SMK Swasta Dwiwarna Medan ?

C. The Objective of Study

Based on the problems of the study, the researcher has goals namely:

1. To discover the process of teaching reading comprehension through story face of narrative text at grade X in SMK Swasta Dwiwarna Medan

2. To describe the students' problem in the process of learning reading comprehension through story face of narrative text at grade X in SMK Swasta Dwiwarna Medan

D. The Scope of the Study

This research focused on the process of teaching reading comprehension through story face of narrative text and the students' problems in the process of learning reading comprehension through story face of narrative text. And this research was limited on using Story Face in Teaching Reading Comprehension of Narrative Text at grade tenth in SMK Swasta Dwiwarna Medan.

E. The Significances of Study

The significances of the study were classified into two, theoretically and practically, as follows:

1. Theoretically

The researcher hoped that this research would be inspiring the researcher as teacher to be to improve reading comprehension in narrative text.

2. Practically

a. For the teacher

The researcher hoped that this research would be inspiring for English teacher to explore an alternative strategy to teaching reading

that can be applied in school and the teacher know how to increase students' reading comprehension.

b. For the students

The researcher hoped that this research made students understand the text easily with instruction in story face strategy. So, the students would not get difficulty in comprehending the text.

c. For the researcher

The researcher hoped to get deep insight and information about problems of reading faced by students.