CHAPTER I

INTRODUCTION

A. Background of Study

Indonesians speak English as a foreign language. English is a communication language that is spoken in many countries throughout the world. As an international language, it is very significant. There are four skills that students must learn to learn English. Reading, speaking, listening, and writing are the four skills in English. The researcher only focuses on discussing the reading comprehension out of the four skills.

According to Jeremy Harmer, Reading can help students learn a new language. The more students read, the better they get at it, as long as they understand what they are reading. Reading has a positive impact on pupils' vocabulary, spelling, and writing skills. Reading books can also serve as effective models for writing in English.[1]

A reading comprehension strategy is an associated with cognitive action carried out in a specific context with the purpose of boosting comprehension in some way. For the sake of demonstration, consider a very simple strategy. When students come across an uncommon word that they

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[1] Jeremy Harmer, *How to Teach English (6th Edition)*, *Pearson /Longman*, 2010.HOW, 99.

are unfamiliar with, they should ask for help, teachers frequently instruct them to look it up in a dictionary.[2]

Students frequently make mistake when studying reading comprehension. There are two elements that can cause problems here: The instructor factor is the first, and the student factor is the second. Factor teachers are unimaginative, lack teaching approaches and method. Some of the reasons why the trouble starts are student factors such as difficult vocabulary and the belief Reading in English is challenging for them because English is not their first language, and their reading comprehension is still limited when studying English, necessitating the teacher's usage of a method or best strategy.

Based on researcher observation on April 12th 2022 at tenth grade students of SMK Nurul Huda there are some problems encountered by learners in reading activities at classroom, there are:

1. The learner is having trouble understanding the text.

2. Students can correctly pronounce the word but are unable to comprehend its meaning.

3. For conscientious students, they definitely learn the meaning of the words by searching at the dictionary but they got troubles to reveal the meaning the whole paragraph.

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[2] Danielle S. McNamara, *Reading Comprehension Strategies, Theories, Interventions, and Technologies* (Amerika, 2007), 6.

4. Students feel unfocused during reading activities, and as a result, they prefer to converse with their friends rather than learn since the teacher use a less interesting method.

5. The students are less motivated and less interested in learning reading English because they believe it is the most difficult thing to learn.

As a result, the students' reading comprehension of the content or text delivered by the teacher is lower. As a result, strategy that teachers can use is required to help pupils enhance their reading comprehension when learning English, particularly reading. The reason for choosing this topic is because there are several problems that occur in the reading comprehension of students at SMK Nurul Huda. Therefore, researchers are looking for solutions to improve the learning process on students' reading comprehension by looking for interesting learning strategies, namely the story frame strategy.

As a fact, many of the instructional styles and strategies are effective, but not all of them are. One option that can help pupils with reading comprehension issues is the use Story Frames method. By looking at previous studies, the similarity between this research and previous study is to apply the story frame strategy as a treatment for students' reading comprehension in narrative texts, while the difference lies in the research method, the modified form of the story frame, and the selected sample.

Based on the background above, the researcher would like to take research the study titled **"Teaching Reading Comprehension Using Story Frames Strategy on Narrative Text"** (Quasi experimental Research at Tenth Grade SMK Nurul Huda).

B. Statements of the Problem

Based on the background above the researcher identifies the problem:

1. How is the students' reading comprehension at tenth grade of SMK Nurul Huda ?

2. What is the effect of Story Frames strategy on students' reading comprehension at tenth grade of SMK Nurul Huda ?

C. Objectives of the Study

The overall goal of this research is to:

1. To find out the students' reading comprehension at tenth grade of SMK Nurul Huda

2. To find out the effect of Story Frames strategy on students' reading comprehension at tenth grade of SMK Nurul Huda

D. Significant of the Study

The results of this study should be valuable to a variety of people, including teachers, and students, researcher:

1. Teachers

   This research will provide teachers with more information when students are having trouble learning English, particularly in reading comprehension. In this research, Story Frames strategy were used to help students understand what they were reading.

2. Students

   For students', so that they have a wealth of knowledge and experience with a wide range of learning strategies, particularly reading comprehension.

3. Finally, for other researcher

   The study's goal is to provide important knowledge to other researchers who are conducting similar research, as well as to inspire other researchers to investigate whether or not the story frames strategy can improve students' to understanding on narrative text in another class or not.

E. Hypothesis of the Study

   The researcher has two types of hypotheses in this investigation, which are as follows:

Ha: There is a significant effectiveness to teaching reading using story frames strategy.

Ho: There is no significant effectiveness to teaching reading using story frames strategy.

F. The Limitation of the Research

The focus of this research was to apply the story frames method to help pupils enhance their reading comprehension. Research subject is class X SMK Nurul Huda. The Story Frames technique was chosen by the researchers because it has numerous advantages, particularly in terms of stimulating and motivating pupils to read comprehension.

G. The Previous Study

In this study, the researcher uses three previous studies that are relevant to the current investigation: The first thesis entitled "The Use of Story Frames to Enhance Students Reading Comprehension on Narrative Text" by Indah Ratna Kumala Dewi 2017. The study used a classroom action research design. It was split into two parts. In each cycle, the teachers assessed the kids' reading comprehension. The results reveal that (1) using Story Frames can improve students' reading comprehension over time, starting with cycle 1 and 2. It was notified when the researcher completed cycle 2. (2) Before the researcher noticed the effect in cycle 1, the t-test result for cycle 1 was 4,11. The good score was 71, with an 85 percent good score being the goal. Cycle 2's post-test resulted in a score of 88.23% from the students. The kids received the required passing grade. The goal of cycle

2 was realized, so the researcher ended the research. (3) The results of this research decided to show that the story frames strategy effectively improve the students' reading comprehension on narrative texts.[3]

The second thesis entitled is "Keefektifan Penggunaan Strategi Bingkai Cerita (Story Frames) Dalam Pembelajaran Membaca Pemahaman Cerita Pendek Siswa Kelas X SMA Negeri 1 Ngaglik Sleman" by Ichton Fitria Aprillia. 2014. This study is a controlled experiment with a pretest and posttest control group. The study's population is all pupils in class X SMA N 1 Ngaglik Sleman, and the sample size is two classes. The results revealed that the post test data on the learning to comprehend short stories of KK and KE acquired t count of 2.81, t table of 1.990, df 62, p of 0.005 (0.005 <0.05 = significant). This demonstrates that students learn using the Story Frames technique and students who are not taught to use the Story Frames strategy have a substantial difference in their learning to comprehend short stories. The t-test pre and post test results for KK and KE yielded a t count of 9.147, df31, p of 0.000 (0.000 0.05 = significant). This clearly shows that the Story Frames strategy is successful in learning the ability to comprehend stories for class X SMA Negeri 1 Ngaglik Sleman.[4]

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[3] Indah Ratna Kumala Dewi, "The Use of Story Frames to Enhance Students' Reading Comprehension on Narrative Text (*A Classroom Action Research of the Eighth Grade Students of SMP Negeri 4 Ungaran in The Academic Year 2017/2017*)", (A Graduation Paper program Sarjana Degree, IAIN Salatiga, Salatiga 2017).

[4] Ichton Fitria Aprilia, *"Keefektifan Penggunaan Strategi Bingkai Cerita (Story Frames) Dalam Pembelajaran Membaca Pemahaman Cerita Pendek Siswa Kelas X SMA*

And the last moreover there is another previous study in journal entitled: "Using Story Frame Approach to Increase Students' Reading Comprehension at Senior High School" by Putri Nurlia et al. The result of this research is based on to the calculation, the difference in experimental class learning through Story Frame strategy was 76,67 points higher than those in the control class without through Story Frame strategy and a score post-test of 67,62 points. Furthermore, the Story Frame strategy has emphasized the importance of their reading comprehension. The Story Frame approach was found to improve pupils' reading comprehension depending on these findings. As a result, the research approach confirmed the theory.[5]

The similarity of this research with previous research is that this research applies a story frame strategy as a treatment for students' reading comprehension skills in narrative texts. While the difference lies in: (1) one of the methods used by previous researchers used classroom action research, while this study used quantitative research with quasi-experimental (2) one of the previous studies focused on examining short stories in Indonesian, while the research here focused on narrative texts. in English. (3) Then the

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Negeri 1 Ngalik Sleman", (A Paper Program Sarjana Degree, Universitas Negeri Yogyakarta, Yogyakarta 2014).

[5] Putri Nurlia, Sri Ramadhona, and Sinta Dwi Devita, "Using Story Frame Approach to Increase Students' Reading Comprehension at Senior High School," *JL3T (Journal of Linguistics Literature and Language Teaching)* 6, no. 2 (2021), 139–144.

previous researcher took samples of Senior High School students, while theresearch here took class X students of of SMK Nurul Huda.