

CHAPTER I

INTRODUCTION

A. Background of Research

Reading is one of the most important skills in learning. Most of class subjects will be based on reading assignment.¹ Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity.² It means that reading is the first step to study in many subjects for students. Students will read to learn many things in their reading, such as learn about new information and ideas.

Most of students have difficulties in reading English text. Kenneth Beare states that “reading is important part of learning English.”³ Reading is an important skill that students should have in learning English as foreign language. According to Harmer, reading is very beneficial for language acquisition and has positive effect on

¹ Shelley O’Hara, *Improving your Study Skill*, Portable edition, (United State: Wiley Publishing, 1998) P 41

² Nafan Tarihoran, *Reading Basic Reading Skills 1*, (Loquen Press; Serang) p. 4

³ Kenneth Beare, *Imroving Reading Skil*. Retrieved from <http://esl.about.com/od/englishreadingskill.htm> [April, 27th 2016]

students' vocabulary knowledge, on their spelling and writing.⁴ It is important because students always deal with the texts that they have to understand. Reading is also gateway to get information and knowledge. With good reading skills, students will make great progress and attain great development in all academic areas. In order to achieve an understanding in reading, students should have ability in reading comprehension.

However, students often meet difficulties in comprehending the text given. Most of students sometimes cannot construct the meaning from text that they read easily and quickly. They find a difficulty in comprehending text. It indicates that their reading comprehension needs to be improved. Comprehension is a process of construct meaning by interacting with text through combination of prior knowledge, information of the text and attitude of the reader toward the text.⁵ Without comprehension, reading is simply following words on a page from left to right while reading text. The consequence is the words on the page become meaningless. By comprehending the text well, students will get the information

⁴Jeremy Harmer. *The Practice of English language Teaching 3rd Edition Completely Revised and Update*. (Malaysia: Longman 2002) p. 36

⁵Laura S Pardo. *What Every Teacher Needs to Know about Comprehension*. (International Reading association 2004) p 272

clearly, have a broader perspective, and let them to think creatively and imaginatively.

Reading comprehension is the process by which we understand the text we read based on the background knowledge on a written text. According to Laura reading comprehension is an essential ability to understand what has been read to capture the inferred meaning.⁶To comprehend the text, students may try to make sense of what they read by relating experiences and knowledge that are relevant to the ideas on the text. It is the purpose of reading. Based on the explanation above, that can be concluded that reading comprehension is the process of identifying topic, main idea, supporting ideas and writer's message based on background knowledge or experience in summary the implied of the text.

Based on my observation in Mts Daarul Falah Carenang Kopo, reading comprehension was one of the problems in learning English that the students had. Most of students sometimes obtain a low score on a test in reading test. They admit that they do not understand the passages; therefore they cannot find right answers to the questions. The students cannot understand the text because they

⁶ Pardo. P 272

do not know the meaning of vocabularies and they cannot find the mind idea. In addition, they lack motivation to read. This can be due to the assumption that reading is not their daily needs as students. They even think that reading is boring.

Generally, there are many ways and techniques in improving students' reading comprehension. Nevertheless, teachers are sometimes not aware of appropriate technique application in teaching learning process.⁷ There are several ways to help students to improve their reading comprehension. One of the ways is by using interesting teaching materials. In this study, the writer wants to use Short Stories to develop students reading comprehension skill..

Short story is defined as a short fictional narrative in prose that can be read in short time. Beside that, it also has some distinctive features that will make the reader be more enjoyed in reading it than others.

Short stories are more effective either to motivate students in learning language or to clarify the abstract concept to the real

⁷David Wood, *How Children think and learn*. (Oxford, UK:Blackwell LDT : 1998) P 43

one. Finally by using short story the students can get the materials easily to understand.

The writer can conclude that most of students at Mts Daarul Falah Carenang Kopo deal with some problems in comprehending text. They did not understand what the text about because they lack of vocabulary. They were uncomfortable with the language therefore they were easily frustrated when they found some difficult words. Furthermore, in ability to apply reading strategy makes the students have a problem in comprehending text. In learning English to the teenagers students need to be more encouraged in term of their motivation and interest. Therefore, the teachers are required to be creative in teaching. Based on the previous problems, the writer intend to study more about *“The use of short stories to develop students’ reading comprehension skill (an experimental research at Mts Daarul Falah Carenang Kopo)”*.

B. Identification of Problem

Based on the background of the problems outlined above, it can identify some of the problems faced by students in learning English is :

1. The learning strategy was not effective
2. The lack of reading students in learning English
3. Students still got low score in reading comprehension

C. Statements of the Problem

To make the study easy to understand, the writer formulates the problem as follows:

1. How is the students mastery of reading comprehension skill at the Second Grade of Mts Daarul Falah Carenang Kopo ?
2. How is the implementation of short stories in developing students' reading comprehension skill at the Second Grade of Mts Daarul Falah Carenang Kopo ?

D. Aims of the Research

The aim of the research is:

1. To know students mastery of reading comprehension skill at the Second Grade of Mts Daarul Falah Carenang Kopo.
2. To know the implementation of short stories in developing students' reading comprehension skill at the Second Grade of Mts Daarul Falah Carenang Kopo.

E. Significance of the Study

Hopefully, the significances of this research can be useful for the students itself, the teacher and also the next writer as follows:

1. For the students, this research is expect not only to increase students' motivation in learning English, but also to increase their vocabulary mastery and their reading habit.
2. For the English teacher, the writer is hope to be the one of some alternative in improving students' reading comprehension skill by using short story.
3. For the other writer, it is hope that the research could be one of the references in conducting some research for better result.

F. Hypothesis

Significant critical value 0.05 and 0.01 criteria:

If $t_0 > t_t$: The alternative hypothesis is accepted. It means there is development of using Short Stories on Student's Reading Comprehension Skill. If $t_0 \leq t_t$: The alternative hypothesis is rejected. It means there is no development of using Short Stories on Student's Reading Comprehension Skill.

The hypothesis of the research describes how the research must be answered.

G. Previous Study

In this research, the writer summarizes some relevant previous studies that deal with the teaching reading comprehension by using short stories. The first previous study that the researcher has read from journal, entitled "*Teaching Reading Comprehension through Short Stories in Advance Classes*" was written by Omid Pourkalhor and Nasibeh Kohan (2013). They studied how the use of short story can give many benefits in language class, especially in teaching reading comprehension. In their research, they used a quasi experimental research. It means that they used two class. The classes are experimental and controlled class. In the experimental class the writer taught reading by using collection of short stories. Whereas in the controlled class, the writer taught reading by using reading books, internet, magazine (without using short stories).

The second previous study is "*Using Children Short Stories to Enhance Students Reading Comprehension*" was written by Merli Puji Hnadayani (2013). This research told how the learning process by using children short stories can enhance the students' reading

comprehension. The writers used a classroom action research. In their classroom action research, they used three cycles of treatments to ascertain the students progress in reading comprehension. There are four steps in a cycle, which are *plan, act, observe, and reflect*. And the writers implemented the cycle 3 to confirm whether the students' reading comprehension had been improved or not. The instruments used in this research are test, questionnaire, interview and observation.

From some previous studies above, the writer can conclude that the findings of all previous study above have the positive relationship. These can be guidance and prediction for the writer to conduct this research. The research that the writer do, it has a specification to see the use of short stories to develop students' reading comprehension skill: an experimental research at the second grade of Mts Daarul Falah Careng Kopo.

H. Organization of Writing

The writer divides it into several chapter and section with the systematic of writing in detail as followed:

CHAPTER I is Introduction, this chapter consist of: Background of Research, Identification of Problem,

Statement of Problem, Aims of the Research, Significance of the Study, Hypothesis, Previous Study and The Organization of Writing.

CHAPTER II is Theoretical Review. This part Contain of literatures and theorist That Proposed by some expert to support the research and a basic for investigation the problem.

CHAPTER III is Research Methodology. It is consist of The Place and Time of the Research, Method and Design the Research, Population and Sample of the Research, The Technique of Data Collecting and Technique of Data Analyzing.

CHAPTER IV is Result of the research. It is a consist of Description of Data, Analysis of the Data, and Data Interpretation.

CHAPTER V is Conclusion and Suggestion.