

CHAPTER I

INTRODUCTION

A. Background of study

English comprises of four skills, i.e. listening, speaking, reading, and writing. 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 the 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 a text.

Reading is an incredibly active occupation.¹ To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these thing and if students do not these things then we only just scratch the surface of the text and we quickly forget it. Reading needs comprehension to understand the context and get the new information of the texts.

Reading comprehension is the process of simultaneously extracting and contrasting meaning through interaction and

¹ Jeremy Harmer, *How To Teach English*. (New York: Pearson Education Limited : 2007).p.70

involvement with written language.² It consist of three elements; the reader, the text, and the activity or purpose for reading. So, teacher should help the students not only how to read but the way to comprehend and to get the meaning of the text itself. So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Also, the strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. In the current curriculum- School based curriculum (K13) of junior high school for the third grade, there are several texts which are ought to be learnt by high school students in Indonesia. One kind of text types that the students should achieve is narrative text.

² Hafizhah Siregar, Busmin Gurning, *Improving Student's Reading Comprehension Achievement In Narrative Text Through Paired Story Telling Technique* (May 15, 2012).

According to Tankersley Narrative is a text which has a generic structure including the beginning, the middle and the ending.³

Based on my observation in junior high school Al-Mansyuriyah Tangerang, Students are lack of interest in reading, they had the difficulties to understand the context and get the information of the story in narrative text and also Students do not know if there is a strategy in learning reading which makes students enjoy and entirely understand the content of texts.

In order to solve the problem, the researcher will try to use story grammar strategy to know the effectiveness student's reading comprehension toward narrative text.

Story grammar strategy is used to comprehend a narrative story. Story grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story.⁴ So, Story grammar can be effective strategy for students' reading comprehension on narrative text.

The students are guided to find out the important information by using organizational framework of Story grammar. They can use the framework as a foundation to answer the questions related to the

³ Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p. 110.

⁴J. Dimino, et.al. "*Story grammar: An approach for Promoting at-Risk Secondary Students' Comprehension of Literature.*" *The Elementary School Journal*, 1990. 91(1), 19-32.

story. Thus, the researcher was confident enough that this strategy would effectively work to solve the problem.

Based on explanation above, the researcher is interested to conduct the research entitled “The Effectiveness of Story Grammar Strategy Toward Students’ Reading Comprehension of Narrative text” (A Quasi-Experimental Research at the third Grade Students of SMP Al-Mansyuriyah Tangerang).

B. Identification of the Problem

Based on the background of the problem above, the researcher identified several problems in teaching and learning of reading comprehension.

1. The Students are lack of interest in reading.
2. The Students had difficulties to understand the context and get the information of the story.
3. The Students do not know if there is a technique in learning reading which make students enjoy and entirely understand the content of texts.

C. Limitation of the Problem

Based on the problems identified above, the writer focuses on the effectiveness of story grammar strategy toward students reading comprehension of narrative text. It is conducted only for the third grade students of SMP Al-Mansyuriyah Tangerang in academic years 2017/2018.

D. The Statement of the Problem

Based on the limitation above, the study attempted to answer the following research questions:

1. How is student's reading comprehension at the third grade of SMP Al- Mansyuriyah Tangerang?
2. How is Story grammar strategy applied in teaching reading comprehension at the third grade of SMP Al-Mansyuriyah Tangerang?
3. How is the effect of Story grammar strategy in teaching Reading skill at the third grade of SMP Al-Mansyuriyah Tangerang?

E. The Objective of Research

Based on the statements of the problem above, the following lists are the objectives. The objectives of the study need to formulated in order to know the result of the study. The objectives of the research are:

1. The Find out student's reading comprehension at the third grade of SMP Al-Mansyuriyah Tangerang.
2. To describe the application of story grammar strategy in teaching English reading narrative text of SMP Al-Mansyuriyah Tangerang.

3. To find out the effectiveness of story grammar strategy in teaching reading comprehension of narrative text at third grade students SMP Al-Mansyuriyah Tangerang.

F. Significance of The Research

The writer hopes that the study is useful for the writer herself, especially in applying the story grammar strategy to teach reading comprehension in narrative text. From this research, it is expected to give benefits for all English teachers in which they know new knowledge and information about new strategy which is appropriate to teach reading comprehension of narrative text, not only for English teacher, but also for students. It is hoped that by using this strategy, students can comprehend the reading passage more easily. This study can also initiate other researchers who want to have the same field with the writer.

G. Hypothesis

The statistic hypothesis stated:

Null Hypothesis (Ho): There is no significant difference between students' achievement in reading comprehension after using the story grammar strategy.

Alternative Hypothesis (Ha): There is a significant difference between students' achievement in reading comprehension after using the story grammar strategy.

H. Organization of Writing

Chapter I: Introduction provides the background of study. It will discuss reading comprehension becomes the focus of this research and reason of story grammar strategy toward students reading comprehension. The chapter also states the identification of the problem, limitation of the problem, statement of the research, the objective of the research, significance of the research, hypothesis and organization of writing.

Chapter II: theoretical framework, it consists of the description of theory, understanding of reading, understanding of reading comprehension, Strategies in reading comprehension, purpose of reading, types of reading, assessing reading, understanding of narrative text, language feature of narrative text, the elements of narrative text, generic structure of narrative text, story grammar strategy and conceptual framework.

Chapter III: A method of the research gives clear explanation about how the study will be conducted and analyzed. It consist of research method, time and place of the research, method and design of the research, population and sample, instrument of the research, technique of data collection, technique of data analysis and statistical hypothesis.

Chapter IV: result and discussions report the findings of the research clearly. It will show the effect of the result of the effectiveness of story grammar strategy toward students reading comprehension of narrative text. Consists of description of data test, data analysis and data interpretation.

Chapter V: consist of conclusion and suggestion contain and the researcher's concluding based on the analysis in chapter four as answers toward statement of problem and suggestion for further researcher related to the story grammar strategy toward reading comprehension.