

CHAPTER I

INTRODUCTION

This Chapter deals with background of the study, problem of the study, purpose of the study, significant of the study, scope and delimitation and definition of key term, Organization of the research.

A. Background of The Study

As the reading skill is very important in the education field, students need to be exercised and trained in order to have good reading skill. Nasution (2009:2) stated that people learn to read their first language in a wide variety of circumstances. Children are prepare for reading at an early age by listening to stories, being read to, and interacting with adult and others about the stories they hear. The basic life skill of reading is cornerstone for success in both school and life. They further stated that without the ability to read well, people will lose opportunities or personal fulfillment and job successes.

Without the ability to read, a person might not be able to know that this world really large, not just like a small of peace of paper. We can know everything by reading, we cannot get lost when we can read the instruction on the way. We cannot eat haram food when we can read the composition of the food. We can understand what people mean when we can read, and the other problem in our life.

Reading is the comprehending from print. Moreover, comprehension relies on the mastery of decoding, students who struggle to decode find it difficult to understand and remember what has been read. Judy Willis (2008: 126) stated that the students do learn to understand the individual words they read in texts, new brain area need stimulation and practice to recall the words long enough to understand complete sentence.

Reading is one of ways to study English language. Furthermore, it has an important part in teaching learning process because by reading, students will enlarge their vocabulary directly. Grabe and Stoller (2002: 9).

Reading process in second language are similar to those acquired in the first language in that they call for knowledge of sound or symbol relationships, syntax, grammar and semantic to predict and confirm meaning (Michael O'Malley and Lorraine V,1996:94). As we know in our language, second language readers use their background knowledge regarding the topic, text structure, their knowledge of the world and their knowledge of the print to interact with the printed page and make prediction about it.

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content

to read materials of poor quality. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material.

A teacher must give suitable and interesting strategy related to students' condition. This strategy is expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purpose. Here, the teacher of MTs Al Ma'arif used Story Grammar Strategy to comprehend a narrative story. Story Grammar Strategy is a framework to help students in analyzing the main character, setting, problem, events, solution assist students to outline a story (Kimly A. murza ,2010). So, Story Grammar can develop reading comprehension of story.

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Kustaryo (1988:2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only read the text but also their experience to comprehend it.

Richard T Vocca (1999:53) said in his Book Content Area Reading that Reader who struggle with the texts are usually unaware of strategies that will help them construct meaning. The teacher can use Think Aloud, reciprocal teaching and Question answer relationship (QARs) to scaffold students' used of comprehension.

Many strategies that can be used by the teacher to make the students can understand and concentrate in reading. Especially in narrative reading text for junior high school, they can follow what teacher want and mean if the strategies that used is reliable to them. They will feel happy in reading class, because reading does not always make them scream like in the students imagine. They will know that reading is joyful and easy, easy to do and easy to understand when we love it in true strategies.

Here, many students feel bored with activity that have relation with reading. Not only they who have come from junior high school, but also they are that come from senior high school have same situation. However the way of comprehending the reading may be different from one another. It is related with the learning style. Especially for junior high school who must build their reading habit in their activity in classroom to make understand what teacher explanation.

Narrative text is story with complication or problematic events and it tries to find the resolutions to solve the problem. An important part of narrative text is mode, the set of method used to communicate the narrative through a process narration. So in here the teachers will give strategy to make their students easy and feeling happy reading in narrative text especially for junior high school.

Theory is very important to make both teaching and learning effective. By having theory teacher can monitor and control their teaching. It also help them to know how to teach and handle teaching in the classroom, what method and strategy will be used, how to conduct interaction with the students and how to evaluate their teaching. The researcher, research the strategy that used by teacher in reading comprehension in Narrative text MTs AL MA'ARIF Tulungagung eighth Grade. Narrative not as easier than the imagination for the students. The students must know more and understanding from the story that they read. So, teacher cans implementation story grammar strategy to his students. The researcher examine what strategy that used for reading comprehension by using story grammar in MTs AL MA'ARIF Tulungagung based on the teaching strategy that teacher used with the tittle “ The implementation of Story Grammar Strategy in Teaching Narrative Reading Comprehension for VIII Grade at MTs Al Ma'arif Tulungagung”.

The reasons researcher conducting a research at MTs Al Ma'arif Tulungagung because in this Islamic junior high school the students have low interest in reading habit. From this problem the teacher has strategy to make students interest in reading. Teacher takes important role especially professional english teacher in teaching english as second language because everithing that teacher do in term of teaching and learning process will give affect toward students. The teacher make their students can build their idea when reading and the students accept the teacher role in the classroom. Between teacher and students has their role. The teacher gives students framework to understanding the

story by using story grammar strategy and students can build their main concept in their brain when they are reading the story.

B. Problem of the Study

1. How is the story grammar strategy is used in teaching narrative reading comprehension at eighth grades students of MTs AL MA'ARIF Tulungagung?
2. What are the advantages of using story grammar strategy in teaching narrative reading comprehension at eighth grades students of MTs AL MA'ARIF Tulungagung?

C. The Objective of the Study

1. To describe the story grammar strategy in teaching narrative reading comprehension at eighth grades students of MTs AL MA'ARIF Tulungagung.
2. To describe the advantages of using story grammar strategy in teaching narrative reading comprehension at eighth grades students of MTs AL MA'ARIF Tulungagung.

D. Significance of the Study

The researcher hopes that the results of the study can give contribution for students, teacher, future researcher and all of people who want to open their eyes to read and around the world to show that this world is large.

For the students, the result of the study can be used as one of reference in learning English, especially in reading comprehension and the students get better studying supported by learning strategy. The students will like reading book and not active reading message in their mobile phone.

Meanwhile for teacher, the result of the study can be transferred to their students. The teacher can teach their students more active and productive in learning strategy of reading to apply in learning process. The teacher makes different strategy and build reading habit for the students and they will feel enjoying reading. To make professionals teacher who can explore their students not only in the classroom but also in the outside.

Finally for the future researchers, the result of the study can be used as a reference in conducting researcher. The other one is to make the researcher study deeper how to improve teaching learning strategy that is understood by the students.

E. Scope and Delimitation

The scope of this study is about strategy in reading comprehension in narrative. The writer Delimitation or focuses on learning strategy employed by

the students of eighth grade MTs AL MA'ARIF Tulungagung, especially in learning strategy Story Grammar in Narrative in reading comprehension.

F. Definition of key term

1. Teaching strategy is a person's approach to teaching and using information. Teaching strategies seem to be "tricks" teachers how to help the students remember things better or to do tasks more efficiently. Several researchers have studied what teaching strategies are and why they are effective in the teaching process.
2. Reading comprehension is highly complex cognitive process involving the interaction between the reader and the text to create meaning. In the words, comprehension doesn't just happen, it requires effort. Must intentionally and purposefully work to create meaning from what they read (David J. Chard, 2008:1). This ability to read text, process it and understand the meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.
3. Narrative is a text that has a purpose to entertain the readers or listeners which is used as media in learning reading comprehension.
4. Story grammar is reading comprehension strategy to guide the students in finding out the important information of the narrative story by using organizational framework.

G. Organization of The Research

Chapter I is Introduction. This chapter presents the background of the research, research problems, purpose of the research, the significances of research, scope and limitation of the research, and definition of key terms.

Chapter II is Review of Related Literature. This chapter presents the definition of reading, type of reading, reading comprehension, definition of teaching strategy, teaching strategy for reading, Narrative Story Grammar Strategy.

Chapter III is Research Method. It explains the research design, subject selection, data and data source, method of collecting data and instruments and method of data analysis.

Chapter IV is Research Finding. This chapter gives the description of data from the researcher.

Chapter V is Discussion. This chapter presents the discussion of the study from the researcher.

Chapter VI is the last Chapter. It states conclusion and suggestion of the study.