

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, statement of research problem, purpose of the study, formulation hypothesis, significance of the study, scope, limitation of the study and definition of key terms.

### **A. Background of the Study**

Language has an important role for all people in the world. Language can't be separated from people because it is people's means of communication. People use it to communicate with others as a social human. Beside that it is also used to express peoples' ideas, and feelings with others. Language is more than just a communication tool, it is the primary method by which we do things together by sharing the meaning of common ground. People need to communicate by doing daily activities and interacting with other people in their lives. One of the popular languages used in English.

English is one of the most widely studied foreign languages in Indonesia, from school to university level, Its one subject included in the national curriculum, English language must be taught at junior high school and senior high school students as well as at university, the language will be very useful for students and also when they continue their study or when they work for any foreign companies.

However, because English is a foreign language, many students have difficulties while studying so they become unmotivated, there is no way for them except trying to learn English if they want to adapt themselves in this era. The success of someone in learning is often supported by his willingness to read a lot. It does not matter whether he or she reads scientific writings (journal or books on

social or natural sciences) or popular writing (magazines, newspapers, or novels). All of that gives a lot of advantages to the reader to increase his or her knowledge. The student's interest in reading is very important for improving their achievement, "a student who does not read because of lack of motivation does not get the practice that he needs in reading comprehension." Simanjuntak (1988:2). So that the students will be lost because they are not interested in teaching reading comprehension.

Reading was one of four English language skills that the students strive to master in learning English language and reading was a key of knowledge or the window of world Hasbaini & Manan (2017). Based on the quotation above, reading itself can enrich the students' knowledge and experience because they not only accept what the text says but also the students understand what they have already read.

The unwillingness in reading and the need to achieve success in English among Junior High School students create a problem. They want to improve their English, but they are not really willing to read English. They consider that English is difficult to learn before eventually trying to learn it. The students really need a material that is simple, easy, authentic, educational, interesting, motivated, and enjoyable to learn reading comprehension of narrative text. Narrative text tells us about an interesting story that can make students enjoy, Reading narrative text is often referred to aesthetic reading because one reads it for enjoyment and pleasure, the material that has the ideal features is short story Pamela (2004). Lazar (1993) said that stories provide teaching and learning material which is motivating, authentic and of great educational value, enjoyment, fun etc. Based on the

statement, it means the use of literary texts can be an alternative material in teaching reading because of the features that it has.

Before conducting the research the writer observed the students of MTsN 10 Blitar dealing with the ability of reading in English class. The writer got information that there were still many students of second grade (eighth class) not interested in learning English, so there the scores of English study were still slow, especially on English reading. The writer also got information from some students that reading was a boring activity.

The writer is interested in using short stories to develop students' reading comprehension, the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension Ghasemi & Hajizadeh (2011). The aim is easy to understand by the students, and also can be developed with any kind of teaching material so that the reading learning will not become monotonous and boring. The reason why choosing short stories as materials for reading learning is literary work is often more interesting than the text found in course books. It supported by Setyani, S.G (2009) define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language. Then, the short story is one of the modern prose forms. In addition, the short story becomes an interesting thing for learners to read and talk. The function of the short story it owns is to entertain and to develop the reading comprehension related to students' opinion.

Previous research has shown short story is effective at improving students' reading comprehension. As in the research that has been conducted Nissa Dwiyaniti (2020) entitled "Utilizing Short Story to Improve the Students' Reading

Comprehension Achievement " which focuses on senior high school and Hasbaini (2017) with the title " Teaching Reading Comprehension by Using Short Stories." That focuses on college students showed the same results. That is, short story is effective for improving student's reading comprehension. However, it has been difficult to find research that tests the effectiveness of short story to improve the reading skills on students junior high school. Therefore, research is needed to find out short story is effective to improve students reading comprehension on junior high school.

Related to this, the researcher wants to analyze how effective this media is for students' reading comprehension in junior high school. This research focuses on using short story for teaching learning media, especially to improve reading comprehension ability in students. With this research, researcher hopes that this media can be used as an alternative media to improve students' reading comprehension ability.

## **B. Statement of Research Problem**

The formulated of research problem is "Is there any significance difference score between students before taught by using short story and after taught short story on their reading comprehension to the eighth grade at MTsN 10 Blitar?"

## **C. Purpose of the study**

Based on the focus of the study, the purposes of the study are :

1. To find out significance difference score between students before taught by using short story and after taught short story on their reading comprehension to the eighth grade at MTsN 10 Blitar

#### **D. Formulation Hypothesis**

Hypotheses can be temporary answers to problems that need to be proven.

The hypothesis of this research is formulated as follows :

1. Formulating null hypothesis (H<sub>0</sub>) there is no significant different score between students before taught by using short story and after taught short story on their reading comprehension

2. Formulation alternative hypothesis (H<sub>a</sub>) there is significant different score between students before taught by using short story and after taught short story on their reading comprehension.

#### **E. Significance of the Study**

The researcher hopes this study can give contribution both theoretical and practical :

##### 1. Theoretical

This research gives a new way or technique in teaching for developing student's reading comprehension.

##### 2. Practical

For the English teachers, they can use short story to develop the students' reading comprehension at MTsN 10 Blitar, for the students of MTsN 10 Blitar, they can develop their reading comprehension using short story, and for the readers, have the basic information of the use of short story to develop students' reading comprehension.

## **F. Scope and Limitation of the Study**

Based on the background of study the writer limits the study on students' achievement in reading comprehension of narrative text by using short story. This research is only conducted to the VIII th year of MTsN 10 Blitar in the academic year of 2021/2022.

## **G. Definition of Key Terms**

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study.

### **1. Short Story**

According Pardede (2011), short story is one of the effective media that can be used for EFL learning due to its unique characteristics, such as: its length, and simplicity. He also believes that short story can possibly assist teachers in improving all students' skills, e.g. reading, writing, listening and even speaking.

### **2. Reading Comprehension**

Reading comprehension is the ability of brain capacity to grasp the meaning in large issue to comprehend and explore the social phenomena in reading text Ahmadi (2013:12). Reading comprehension is a process of understanding a text, exploring the meaning, purpose, and message conveyed in a text Sirait *et.al* (2020).

### **3. Narrative Text**

According Bonner (1994: 48) narrative text is the story of an event that occurred in the past. Narrative is a text that contains a story such as a citizen's story (folktale), an animal's story (fable), a legend, and so on. A narrative text contains a story by showing the sequence of events and actors who are described as heroes or cowards.