

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research question and hypothesis, objective of the research, limitation of research, significance of the research, definition of key terms and organization of the research.

A. Background of the research

English is a language has been globalized and as an international language. All people in some countries use English as the first language, and the use of English as a foreign language is also used by some other countries including Indonesia.

In Indonesia, English is learned for elementary school to senior high school and based on the Government Regulation of Republic Indonesia No. 47 years 2008, Pasal 1 Point 2: Elementary education is secondary education level, in the form of Elementary School (SD) and Islamic Elementary School (MI) or other similar forms and Junior High School (SMP) and Islamic Junior High School (MTs) or other similar forms. All people learn English, as well as the people in Indonesia have entered to all aspects and especially in education, English in Indonesia is one compulsory subjects which is taught at the first Junior High School level. According to Sadiku (2015 : 29) the four skills are reading, listening, speaking and writing should be addressed in a way teaching of English to be successful. Moreover, other of language are concurrently taught to stimulate and support the four language skills

such as grammar, vocabulary, pronunciation and spelling. Language skills cannot be successfully learned when the basic components above are not well to learn by students.

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 learners 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 comprehension is the process of simultaneously extracting and contrasting meaning through interaction and involvement with written language. It consist of three elements; the reader, the text and the activity or purposes 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.

In reading skill, students are expected to have knowledge and ability to understand about the content that has explained in the text. It means the students need to learn a considerable amount of information of a text. Therefore, students need abilities to understand and remember main ideas as well as number of details that elaborate base. In fact, reading not as easy as people think. It is not easy to have

ability of drawing meaning from the printed page and interpret the information appropriately.

Harmer (2003) states that students sometimes have vague understanding of reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the words, the sentences, the sentences unity and organization and the lack of interest or concentration. Daniel S McNamara (2009) stated the problem that is often faced by the students in comprehending the text. He explained that the students may not be able to read the words themselves, fail to understand the relationship between the sentence and whole meaning of the text.

The students mostly get depressed and bored with English lesson, because they have less practice in the classroom and others. Therefore, as the English teacher must be to handle teaching and learning process in the classroom, teachers should make interesting and comfortable learning, the students will learn so easily may follow that material to easier. This is supported by Harmer (2010), “need for teachers to motivate students through enjoyable and interesting classes and quite to a few wanted their teachers to be well prepared and to be teachers they could confidence in to accommodate students learning and improving reading comprehension through storytelling, can be used in teaching.

According to Mart, storytelling combined with total physical response can motivate young learners and is beneficial to their learning of English vocabulary, sentence patterns, and comprehension (Tugrul Mart,2012).

Based on those description above, therefore the researcher would like to do research entered. “Improving Reading Comprehension Through Storytelling to The Ninth Grade Students of SMP NEGERI 10 CIMAHI”.

B. Research Question and Hypothesis

1. Research Question

Based on the previous background, the researcher has formulated the problem statement as follow: Can Improving Reading Comprehension Through Storytelling improve reading to Ninth grade junior high school level ?

2. Hypothesis

Hypothesis is a predicated answer of the research problem with data (Arikunto, 2006:102). Hypothesis is highest validity (Suryabrata, 2010). And hypothesis is answer toward research problem of the research and validity the test. The researcher use the Null Hypotheses to answer toward research problem.

Null Hypothesis:

Ho : “Storytelling cannot improve reading comprehension to the ninth grade students of SMP NEGERI 10 CIMAHI”

C. Objective of the Research

The objective of this research is as follow: To find out the effectiveness of teaching English vocabulary using storytelling.

D. Limitations of the Research Problem

This research is limited to teaching reading comprehension focusing on adjective using storytelling in improving the students reading comprehension at SMP NEGERI 10 CIMAHI.

E. Significance of the Research

1. Theoretical

This research hopefully will be able to give a new contributing for teachers and to developing though to determine selection utilization of media for teaching reading comprehension

2. Pedagogical

This research is expected to be able to widen this skill of teacher in using storytelling in order to improve student reading comprehension.

3. Practical

This research is suggestion to apply the storytelling to influence the student competence in reading comprehension. The using storytelling in learn about reading, can make the students are more happy and enjoyable in the classroom.

F. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participants with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows.

2. Storytelling

Storytelling as a narrative account of a real or imagined events and it is a structure of narrative with specific style and a set of characters. Additionally, in this technique of storytelling learner may share experience to others

G. Organization of the Research Paper

In this research, the researcher presents organization of the research paper as follow:

Chapter 1 : Introduction

In this chapter discusses about the background of the research, research question and hypothesis, objective of the research, limitation of the research, significance of the research, definition of key terms, and the organization the research paper.

Chapter 2: Literature Review

This chapter describes about previous study and theoretical farm work. Show the related study.

Chapter 3 : Research Methodology

This chapter describes the procedure of the research, consist research design, research method, population, sample, instrument, data collection, and data analysis.

Chapter 4 : Finding and Discussion

This chapter reports the data and finding the discussion.

Chapter 5 : Conclusion and Suggestion

This chapter consists of conclusion and suggestion.