

CHAPTER I

INTRODUCTION

1.1 Background

English is a very important language in the world, which is used as a medium of conveying knowledge and it is a very contributive language for learning various kinds of knowledge such as science, history, culture, politics, economics, and so on. English as a foreign language is used not only in daily communication but also to gain knowledge. Saleh (1997:1) says that English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of Junior High School up to the first year of college.

Reading comprehension is an interactive process between the reader and the text, when the reader interacts with the text and relates ideas in the text to prior experiences it constructs meaning and a part of this process requires that the reader understands how the author has organized. According to (Alderson, 2000:32), "Reading is a basic foundation of all aspects of improving student learning. Other skills in English are speaking, writing, and listening, which come from what students have read". Reading requires understanding to understand a context and get new information from the text for eighth grade. One of the text types to achieve is narrative text. Other skills in English are speaking, writing, and listening, which come from what students have read. According to Anderson (1997:22), "Reading requires understanding to understand a context and get new information from the text for eighth grade, one of the text types to achieve is a narrative text".

Basically, the aim of teaching English at schools is to develop students' English language skills. One of the skills that cannot be learned is reading skills because the success of student learning depends in large part on their ability to read. Clark & Silberstein (1987:34) confirm that reading is an active process of interacting with printed material and monitoring understanding to construct meaning. By reading, students can access a lot of information that might otherwise not be available, especially in English textbooks. According to Amer, (1992:12), "Therefore, reading skills must be given more attention to achieve a better reading level". Even though reading is declared important as explained before, reading ability is still a problem. In addition, Kustaryo (1988:2), argues that most students still have difficulty understanding an English text. This problem could be because students reading in class only focus on asking students to read the text and answer questions based on the text without facilitating them to understand the text well so clear explanations and monotonous strategies used by the teacher do not support students to understand the reading therefore students are classified as English learners so the researcher wants to know the reading conditions of students SMPN at Fatukoto.

Facing the problems above, a teacher must provide suitable and interesting strategies related to conditions of students. These strategies can motivate students to learn and understand reading. According to (Schmitt, & O, Brien, 1986:270-271), "A Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important pieces of information in the story by using an organizational framework". Effective learning activities emerge when students participate to achieve learning objectives in using

story grammar strategies to understand story narratives students who read narrative texts using grammar story strategy have more skills in understanding the meaning of the text conveyed. In addition, according to Nunan (2005:68), "Therefore, it is useless if they do not have reading skills because reading skills enable students to find information in reading a text and develop students' reading comprehension better, namely through Grammar stories."

Story grammar strategies are a framework to assist students in analyzing main characters, settings, problems, events, and solutions and help students describe stories. Dimino et al., (1990:4) say that this technique will help students to read the text meaningfully, find out important information from the story, and add to students' vocabulary as well as writing and imagination. According to Rustan, Syam, & Daddi. (2021:143), "Strategy story grammar is the right way to improve students' reading comprehension therefore, using story grammar to solve those problems helps them improve students' reading comprehension in narrative text".

As well as students are also assisted to be independent in improving students reading comprehension using story grammar strategies and students are guided to find important information by using a story grammar strategy framework they can use a framework to answer questions related to stories. According to Schmitt & O'Brien (1986:72), "story grammar strategies can also help students improve students understanding of narrative texts".

The researcher chooses the use of story grammar can improve students' reading comprehension in narrative text as a medium so that it can help students enjoy learning process and develop their reading skills. Reminded about the

explanation, the researcher is interested in researching **“The use of story grammar strategy to improve students’ reading comprehension in narrative text”** for class VIII at SMPN. Fatukoto.

1.2 Research Problem(s)

1. Is there any influence on reading ability using Story Grammar strategy for Grade VIII students of SMP N. Fatukoto?

1.3 Aim(s) of Study

The purpose of this research is to find out whether teaching is effective or not by using story grammar strategies for class VIII students at SMPN Fatukoto.

1.4 Significance of Study

The significance of the study namely :

1.4.1 Application

1. Teacher of English

This research will assist English teachers in finding many suitable strategies for students in teaching and learning process.

2. Students

Students can use this strategy to improve their comprehension in reading a text structure so that they can understand and know about elements in the text.

3. Writer

Doing this study is a chance to improve and enlarge knowledge to develop

strategy, method, media, and so on which is suitable for a teacher in teaching the learning process.

1.4.2 Implications

Story Grammar Strategy is used to understand a narrative story. Story Grammar strategy is a framework to help students analyze main characters, settings, problems, events, and solutions, and help students to outline a story.

“This strategy is expected to motivate in lessons and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes story grammar strategy used to comprehend a narrative story”. (Dimino et, al. 1990:21).

The implication is also shown according to (Amer, 1992:716), “compared the means of post-test between the experimental and control groups of his Research and concluded that Story grammar gave a significant improvement in students’ comprehension of narrative text”.