CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students (Harmer, 1998: 68). So,reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other words, to achieve the success in language teaching learning process especially in English, reading is one of the important factors in all language teaching because by reading someone can know the information.

Nowadays, students are taught reading comprehension through genre. A genre contains knowledge of language feature, generic structure, and other characteristics that build it perfectly. Based on the School-Based Curriculum (SBC) of Senior High School, the standard competence of learning English especially for reading is students are required to be able to comprehend many kinds of genres, such as: narrative, descriptive, recount, report, exposition, etc, which are useful for communication purpose, related to their environment (Kurikulum Tingkat SatuanPendidikan, 2006). One of reading with genre that is familiar and taught to the first year state senior high school is reading comprehension on narrative text. Since students are always faced withreading comprehension through genre, theymust know types of

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text, and automatically they are able to comprehend narrative text and also other types of text.

Based on the School-Based Curriculum, in reading skill for Senior High School, there are two basic competencies that should be achieved by the students of first year of Senior High School in the first semester. First, responding the meaning of short written functional text (e.g. announcement, advertisement, invitation, etc.) formal and non-formal accurately, fluently and acceptably in the context of daily life for accessing the knowledge. Second, responding the meaning and rhetoric steps of written essay text accurately, fluently and acceptably in the context of daily life for accessing the knowledge in recount text, narrative text, and procedure text (Syllabus of SMAN 04 Duri).

Senior High School 04 Duri is a state school. This school uses School- Based Curriculum (SBC) as guidance in teaching and learning. In School- Based Curriculum (SBC), English is taught twice in a week with duration 45 minutes. The passing grade (KKM) of English subject is 75 in this school. However, it is difficult for students to achieve it.

The writer did preliminary study in this school. The writer found that students were still hard to follow English lesson in class. Although this school had done many efforts to improve students' English competence in reading subject especially, but in fact the students do not seem good at English and many students still have difficulties in reading. Meanwhile, this school had program to improve English reading comprehension, in which the teacher

hadbeen using the competence based curriculum in teaching and learning process, but the strategy that teacher uses was not successful enough in teaching reading yet. As the result, the students have problems in reading comprehension on narrative text. The writer itemized some problems into symptoms related to students' reading comprehension on narrative text. Generally, it can be seen as follows:

1. Some students find difficulties in identifying general and specific information such as place of the story, name of characters, etc.

2. Some students find difficulties in finding the language features of narrative text such as tenses, particular noun, saying and thinking verb, conjunction and time connectives, etc.

3. Some students find difficulties in identifying the generic structure of narrative text.

4. Some students areunable to make inferences of the text

There is a need for the teacher to help students improve their reading comprehension on narrative text by applying story logs strategy. Story logs strategy is the strategy that is done before, during, and after reading. By using this strategy in teaching reading comprehension, the students will identify the story elements e.g. the characters, setting, problem, important events, and solution (Vaughn & Thompson, 2004: 121). The students are going to need guidance and practice with the story log. This story log contains the elements of the story/narrative text such as characters, setting, problem, important events, and resolution. When the students are faced directly by the elements

of the story in their reading, they will be able to understand the narrative text fully.

The problem explained above motivates the researcher to investigate the problem in a research project entitled: "**The Effect of Using Story Logs Strategy on Reading Comprehension of the Students at State Senior High School 04 Duri**"

B. The Definition of Term

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Effect

Hornby (2000: 422) stated that effect is a change that somebody or something causes in somebody or something else; a result. In this research, a changing of students' reading comprehension is caused by the use of story log strategy in teaching reading.

2. Story Log Strategy

According to Richards and Schmidt (2002: 515), strategy is procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies are conscious or unconscious processes which language learners use them in learning and using a language. In short, it can be said that strategy is a sequence of activity in learning something – in this case especially language.

Furthermore, A S Hornby (2000: 1336) stated that strategy is a plan that is intended to achieve a particular purpose; the process of planning something or carrying out a plan in a skillful way.

The writer uses story logs strategy as variable X in this research. According to Vaughn & Thompson, story logs strategy is the strategy that is done before, during, and after reading (2004: 121). In this research, story logs strategy is a strategy that is used in teaching English especially in reading comprehension of narrative text. By implementing story logs strategy, the students can identify the story elements e.g. the characters, setting, problem, important events, and solution.

3. **Reading Comprehension**

Richards and Schmidt (2002: 483) stated that reading is the processes by which the meaning of a written text is understood. It means that the reader does the process of getting information from written text, it is called reading comprehension. Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). The students in this research are the first year students of state senior high school 04 Duri. Some of the students still do not know how to get the message when they are faced by the narrative text. Their comprehension is still low; it might be caused by the teacher's way in teaching English especially in teaching reading.

C. The Problems

1. The Identification of the Problem

Based on the background of the problems and phenomena that researcher shows above, it is clear that some of the first year students of State Senior High School 04 Duri are still have problems in learning English especially reading comprehension. Thus, the problems in this research are identified as follows:

a. Why are some of the students not able to identify general and specific information such as place of the story, name of characters?

b. Why are some of the students not able to find the language features of narrative text such as tenses, particular noun, saying and thinking verb, conjunction and time connectives?

c. Why are some of the students not able to identify the generic structure of narrative text?

d. Why are some of the students unable to make inferences of the text?

e. Why do the students have low comprehension on narrative text?

2. The Limitation of the Problem

Based on the identification of the problem above, the problem in this research only focuses on the effect of using story logs strategy toward students' reading comprehension on narrative text atthe second year students of State Senior High School 04 Duri.

3. The Formulation of the Problem

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

a. How is the students' reading comprehension on narrative text taught without using story logs strategy at State Senior High School 04 Duri?

b. How is the students' reading comprehension on narrative text taught by using story logs strategy?

c. Is there any significanteffect of students' reading comprehension on narrative text after being taught by usingstory logs strategy?

D. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this research generally is to find out the answer of the problems and state purposes clearly. There are three objectives in this research, they are:

a. To find out the students' reading comprehension on narrative text taught without using story logs strategy at State Senior High School 004 Duri.

b. To find out the students' reading comprehension on narrative text taught by using story logs strategy at State Senior High School 04 Duri.

c. To find out whether there is significanteffect of students' reading comprehension on narrative text after taught by using story logs strategy at State Senior High School 04 Duri.

2. The Significance of the Research

Related to the objectives of the research above, then the significance of the research are as follows:

a. To help the students to improve their reading comprehension on narrative text taught by using story logsstrategy.

b. To contribute a solution for the English teachers and others who concern in learning English about using story logsstrategy on narrative text to obtain reading comprehension.

c. To fulfill the requirement for getting undergraduate degree in English education department of State Islamic University of Sultan SyarifKasim Riau.

E. The Reason for Choosing the Title

The reasons why the writer chooses the title in conducting the research on the topic "the effect of using Story Logs Strategy on Reading Comprehension of the Students" are based on some considerations:

1. The writer wants to know the students' reading comprehension by using story logs strategy and identifies the use of story logs strategy in teaching and learning process.

2. The problem of the research is very interesting to be investigated in term of teaching and learning process. The teacher of English is required to build the students' reading comprehension in narrative text.

3. The topic is relevant to the writer as one of the students of English Education Department.

4. As far as the writer is concerned, this research title has never been conducted by any other researchers.