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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is one of the important skills that should be learned by English language learners. Reading is also cognitive process of decoding symbols to derive meaning from text. It is mean that we try to decoding the symbol to get the information from the text. Reading is a complex process made up of several interlocking skill and process.

In addition, reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is very important for people, especially for students. Reading perceives a written text in order to understand its contents. Its mean that reading comprehension is when we comprehend the information and knowledge from written.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very



important to understand about pre-questioning in order to get good comprehension in reading.

State Senior High School 1 Toapaya Bintan Regency is one of the formal Senior High Schools in Bintan, Riau Kepulauan Province. As a formal educational institution, this school also provides English as one of the basic subjects, which is taught twice a week. The eleventh grade students of State Senior High School 1 Toapaya Bintan Regency are taught by using School Based Curriculum (SBC). In this curriculum, English is one of the primary subjects that must be taught by teachers to students. The development of English syllabus is aimed at the development of competency to communicate in both spoken and written integrated with four skills; listening, speaking, reading, and writing. Therefore, teacher is demanded to be creative to develop learning material and method.

Based on the school's syllabuses of State Senior High School 1 Toapaya Bintan Regency, the standard competence for reading is to understand the meaning of short functional text and simple essay in narrative, spoof and hortatory exposition regard to the environment and science. Thus, the second years students are expected to be able to read aloud, use kinds of sentences to express an event and comprehend the text of narrative spoof and hortatory exposition. But the researcher only deals with narrative text for the reason that the students are still difficult to understand this kind of text.

Based on preliminary observation that the writer did in State Senior High School 1 Toapaya Bintan Regency, reading had been taught and the technique



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that used by the teacher was the teacher asked the students to read a whole of paragraph and answer the question given in narrative paragraph. So, the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic of the text. A lot of the student had difficulty in comprehend the text because of limited vocabulary and concentrate as they read. They were able to recognize the words, but they did not understand to convey the meaning of the words. They also had less confident if they are asked to read in front of their friend. They felt shy if they made mistake in reading the text. Sometime their friends were laugh if there was a unique sound. This situation made the lesson crowded because the students did not concentrate with reading activity. Of course, it made the result of reading was not good. It could be seen from the students' inability to find the topic and the explicit information of the narrative text. Moreover, because of their limitation of vocabulary, they could not find moral value. Consequently, they also could not find out the reference words of narrative text that they read.

Based on the problems above, it could be stated that most of the eleventh grade students of State Senior High School 1 Toapaya Bintan Regency got some problems in their reading comprehension that still could not reach the standard minimum of students' passing grade. Therefore, improving comprehension was much needed, especially in reading narrative text. For this reason, a new way should be found to solve this problem. The researcher sees



there is a method that can help students to improve their reading comprehension in narrative text called Start Simple Stories (SSS) Method.

Therefore, the researcher is interested in conducting a research, entitled: **“The Effect of Using Start Simple Stories (SSS) Method on Students’ Reading Comprehension”**.

B. Problem of The Research

1. Identification of the problem

Based on the problems described in the background, the identification of the problems are as follows:

1. Students submitted the assignment without discussing the answers with other students.
2. Student felt bored when they had to read a text, especially a long and uninteresting topic of the text.
3. A lot of student has difficulty in comprehend the text because of limited vocabulary and concentrate as they read.
4. They have less confident if they are asked to read in front of their friend.

2. Limitation of the problem

Based on the identification of the problems above, there were some problems involving in this research. However, the researcher considered the limitation of this research based on the knowledge, time, and finance. Thus, the researcher needed to limit and focused only to solve students’ problems



in reading comprehension of narrative text by using Start Simple Stories (SSS) Method on students' reading comprehension at State Senior High School 1 Toapaya Bintan Regency.

3. Formulation of the problem

The problems of the research are formulated in the following questions:

1. Do the students get better score of reading comprehension who are taught by using Start Simple Stories (SSS) Method than those who are taught without using Start Simple Stories (SSS) Method of the eleventh grade students at State Senior High School 1 Toapaya Bintan Regency?
2. Is there any significant effect of using Start Simple Stories (SSS) Method on students' reading comprehension at State Senior High School 1 Toapaya Bintan Regency?

C. Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the students get better score of students' reading comprehension who are taught by using Start Simple Stories (SSS) Method than those who are taught without using Start Simple Stories (SSS) Method of the eleventh grade students at State Senior High School 1 Toapaya Bintan Regency.
- b. To identify whether there was significant effect of using Start Simple Stories (SSS) Method on students' reading comprehension at State Senior High School 1 Toapaya Bintan Regency.

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2. The Significance of the Research

- a. The finding of this research is hoped to be a reference of alternative method on students' reading comprehension.
- b. This research can be used as students' activeness trigger or stimulation in following English class to improve their reading skills.
- c. This reserach can give information to readers about how to apply start simple stories method on students' reading comprehension.
- d. This research is used as graduation fulfillment and as knowledge improvement to writer.

D. Reason for choosing the Title

The reason why the writer chooses the title in conducting the research on the topic "the effect of using start simple stories method on students' reading comprehension" are based on some considerations:

1. The researcher is very interested in conducting this research in order to find out students' reading comprehension by using start simple stories method and identify the use of start simple stories method 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.

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E. Definition of The Term

In order to avoid misunderstanding and misinterpreting of the terms used in this research, it is necessary to define the operational definition terms in this research as follows:

1. Start Simple Stories (SSS) Method

Start Simple Stories (SSS) Method is a type of method of teaching reading method to introduce students to the English language text reading using a variety of picture short stories. Start with a simple story that is unique, simple method of language learning and fun. This method aims to improve reading comprehension. (Furukawa, 2006)

2. Reading Comprehension

Reading comprehension is not possible without the ability to pronounce the printed word (resounding) reading comprehension is to understand a text that is read to the process of constructing meaning from a text (Decant, 1981).