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CHAPTER I INTRODUCTION

A. Background of the Problem

English has four skills that must be learned by the students such as writing, speaking, listening, and reading. Reading is the action of making meaning or comprehending. Mc Namara (2007) indicated that some readers do not know whether they can precisely comprehend the text or not, and they also have illusion of comprehension when they analyze the meaning of the text in shallow text' (p. 5)

Reading is used to understand the text, which is called reading comprehension. reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Furthermore, At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interested in reading.

Reading is the important skill which is required to be mastered by students. Based on the syllabus of the seventh grade students, basic competencies that must be achieved by the students, students can identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure of narrative text. In syllabus, the student's learning achievement or

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passing grade score (KKM) for reading is 75. Period reading is taught twice in a week with time duration 45 minutes. Thus, rubric for minimum competence criterion (KKM) can be seen in the following table.

Table 1.1
Rubric for minimum competence criterion (KKM)

NO	Description	Scoring	
		Score	Mark
1	a. Students can identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure very clearly.	91–100	A
2	b. Students can identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure clearly	82–90	B
3	c. Students have limited understanding to identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure	75–81	C
4	d. Students have little understanding to identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure	65–74	D
5	e. Students have not understanding to identify main idea, to identify reference, to find the meaning unfamiliar word, and generic structure	33–64	E

From the rubric above, students in learning reading comprehension (narrative text) should be able to identify main idea, identify the reference, to find the meaning unfamiliar word, and generic structure clearly. But in fact, some of the students did not reach the passing score or KKM.

Based on the preliminary research on July 18th 2016, the teacher of English of the seventh grade at State Junior High School 20 Pekanbaru, had done a lot of efforts such as teaching the students by using multimedia to make



them interested in learning reading to increase students' English competence, but the students seemed not to perform their English proficiency based on the indicators. In fact, the students still had low ability in reading comprehension on narrative text. In short the researcher concluded that they found some problems to comprehend their reading materials. It could be seen in the following phenomena:

1. Some of the students were difficult to find main idea of the narrative text.
2. Some of the students were difficult to identify reference of the narrative text.
3. Some of the students were difficult to find the meaning of unfamiliar words in the narrative text.
4. Some of the students were difficult to recognize the generic structure of the narrative text.

The researcher assumes that some of their difficulties in understanding the narrative text because of many factors. They can derive from the teaching and learning process, the students' intellectual competence or the students' low interest of studying and low scores of English.

Therefore, in solving these problems need appropriate strategy so that students' ability in reading comprehension on narrative text could be improved. In this case, the researcher would like to offer a strategy called story telling in which the writer proposes Story Telling Strategy in teaching English especially in reading comprehension on narrative text.



According to Haven & Ducey, (2007) Story Telling strategy is appropriate for teaching reading comprehension on narrative text' (p. 3). This strategy is called story Telling strategy. Storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills.

Therefore, the writer is interested in conducting a research entitled **“The Effect of Using Story Telling Strategy on Students’ Reading Comprehension at State Junior high school 20 Pekanbaru”**.

B. The Problems

1. The Identification of the problems

From the description of the background and the symptoms above, the problem can be identified as follows:

- a. Why was the main idea difficult to be identified by some of the students in narrative text?
- b. Why was the reference difficult to be identified by some of the the students in narrative text?
- c. Why was the meaning of unfamiliar words difficult to be identified by some of the students in narrative text?
- d. Why was the recognizing the generic structure difficult to be identified by some of the students in narrative text?

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2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research. All of the problems are about the students' reading comprehension. Thus, the writer wants to limit and focus on the students' reading comprehension of Narrative text in identifying main idea, identifying reference, finding the meaning of unfamiliar word, identifying generic structure by considering the difficult of the seventh grade at State Junior High School 20 Pekanbaru.

3. Formulation of the Problem

Based on the limitation in the problems above, thus the problems of this research could be formulated the following questions:

- a. How is the students' reading comprehension taught by using story telling strategy at State Junior High School 20 Pekanbaru?
- b. How is the students' reading comprehension taught without using story telling strategy at State Junior High School 20 Pekanbaru?
- c. Is there any significant effect of using story telling strategy on students' reading comprehension at State Junior High School 20 Pekanbaru?



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C. Objective and Significance of the Research

1. Objective of the Research

The researcher carried out this research for several objectives as follows:

- a. To find out the students' reading comprehension taught by using story telling strategy at State Junior High School 20 Pekanbaru.
- b. To find out about the students' reading comprehension taught without using story telling strategy at State Junior High School 20 Pekanbaru.
- c. To find out the effect of using story telling strategy on students' reading comprehension at State Junior High School 20 Pekanbaru.

2. Significance of the Research

- a. To give some information to the teacher about the effect of using story telling strategy to students' reading comprehension.
- b. To enhance the researcher's knowledge about teaching reading by using story telling strategy in Narrative text.
- c. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason of Choosing the Title

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

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1. The writer is very interested in carrying out this research in order to know the influence of using Story Telling strategy on reading comprehension of students at State Junior High School 20 Pekanbaru.
2. This research is very important to be discussed and it will be valuable contribution for the writer particularly and for the English teachers generally to be recognized and applied to the students in teaching reading.
3. As far as the writer is concerned, this research title has never been investigated by any researcher

E. Definition of the Terms

There are many terms involved in this research, thus to avoid misunderstanding and misinterpretation toward the terms used in this research, the following terms are necessarily defined as follows:

1. Effect

Effect means to change one to another because there is something that gives the effect. According to Hornby (1987), effect is a change produced by an action or a cause, a result, and outcome (p. 369). In this research, effect is defined as the result of teaching reading by using Story Telling strategy on students reading comprehension at state junior high school 20 pekanbaru



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2. Story Telling strategy

Base on National Council of Teachers of English, (1992). Storytelling is defined as, “relating a tale to one or more listeners through voice and gesture” Based on the explanation above, it can be concluded that story telling strategy is strategy that strengthens reading comprehension by involving the voice and gesture of students, Combining this approach into language teaching that could provide powerful way to influence the comprehension of learners by using Story Telling strategy on students’ reading comprehension at state junior high school 20 pekanbaru

3. Reading Comprehension

Reading comprehension is the process of constructing the meaning of written text in order to get information from it. According to Nunan, (2003). Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. According to Richard and Schmidt, (2002) reading comprehension is the ability to identify the intended meaning of written or spoken communication’ (p., 99). It mean that the reader needs to comprehend the text to identify and understand the text.

Regarding Nunan and Richard’s idea, the writer concludes that Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled

comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time Reading Comprehension they draw upon and use their own background knowledge to construct a situation model of the understanding related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes.

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