

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Reading is both process and product. The process of reading involves the interaction between the reader and the text – how the reader is deciphering the writing on the page, what he or she is thinking about while reading, and how the reader is monitoring his or her reading (McKay, 2008). The product of reading is reading comprehension, or an internal construction of meaning, that is there has been understanding of what has been read. Reading is useless without comprehension. According to Robertson (2017), stated that reading comprehension is the goal of reading. Reading comprehension is the process of reading and comprehending a text. In particular, reading is not only about understand the words from what they read, but also comprehending the meaning of the text and getting information from the text.

On the other hand, reading comprehension is an activity that involves extracting and constructing an understanding of the meaning of a text, which can then be translated by you and in your own language. Furthermore, such comprehension can be beneficial to others. Students who lack reading comprehension can only imitate a person's language and read a text without understanding its meaning. Reading comprehension can provide more information,

knowledge, enjoyment, and even problem solving. As a result, reading comprehension was critical for students to understand the written language well.

Reading is one of the skills included in the English curriculum that students must master. The reading competency standard for Senior High School curriculum 2013 expected students were able to comprehend the short functional texts such as recount, narrative, descriptive, analytical exposition and procedure text in the daily context. It means that the students were expected to comprehend the text which included the definition, generic structures, and language features from those text. In reality, there were many students still had low ability in reading comprehension. For example most of the students did not understand about the definition, the generic structures and the language feature in narrative text. This reality was stated by Amira (2018) in the result she found some problems of the students in reading comprehension. The first, students had a limited vocabulary. They just read without knowing the meaning. So, they got difficulty to comprehend the main idea of the text. Second, the students think that reading was a boring, because of reading a longer text. When the teacher asked the students to answer some questions based on the text orally, most of them were unable to give the correct answers. The condition indicated that the students have a low level of comprehension of a text. Another fact stated by Aruan and Vera (2012) according to the findings of their research based on preliminary observations, students' low ability to read was because they were less able to comprehend the text. As a result, they were unable to respond to text-related questions.

From the above statement it can be concluded that there were some reasons why the students had difficulties to comprehend the text given by the teacher. There were more students had low motivation and had less interest to learn English especially in reading comprehension. In addition, the students had a limited English vocabulary so that they were difficult understand the content of the reading text and also make the students lack understanding of grammar.

In relation to the problem of reading comprehension, the researcher had done pre-survey to know the students' reading comprehension problem at SMA Negeri 1 Bintan Timur especially X IPS 1. Pre-survey was conducted on October 20th 2021. The preliminary study results showed that many students at X IPS 1 got score below English Minimum Mastery Criteria (MMC). The total number of students in class X IPS 1 are 34 students (19 male and 15 female).

The students' reading comprehension results of SMA Negeri 1 Bintan Timur can be categorized based on the English Minimum Mastery Criteria (MMC) in the tenth graders of SMA Negeri 1 Bintan Timur is 75. Based on the results of the preliminary study, it is investigated that 82% of the students had insufficient reading comprehension. It is because there were 28 of 34 students who were not able to complete MMC grade. Meanwhile, the percentage of students that were able to comprehend the text well is 18%. It is because there were just of 6 of 34 students who were able to complete MMC grade. It means that most of the students had low reading comprehension. The students felt difficult in reading comprehension.

Based on the pre-survey results, it is known that X IPS 1 at SMA Negeri 1 Bintan Timur had some difficulties faced in reading comprehension. The students

had limited vocabulary mastery. Therefore, they did not know how to comprehend the text and also difficult in determining main idea. They were unable to comprehend what they had learned. This is due to the fact that when studying a material, they only focused on listening and writing what the teacher said, without understanding what they wrote. As a result, when presented with a problem with the material, the students were confused how to begin solving problems. Many students' errors were discovered when they were given several questions from different materials and make students confused to which concepts were appropriate for the given problem. As a result, many students applied the concept incorrectly to a problem.

Learning success can be achieved by having creative teachers who can help students easily adjust to learning. The teacher arranged a suitable and interesting strategy based on the students' situation. This strategy was supposed to motivate students in the classroom and help students comprehend what they were reading. The researcher tried to find an appropriate strategy to improve students' reading comprehension by using Story Grammar strategy, which is regarded as one way of reading comprehension strategies toward narrative text.

Story Grammar Strategy is used to comprehend a narrative story. (Dimino *et al.*, 1990) stated Story Grammar strategy is a framework designed to help students analyze the main characters, setting, problems, events, and solutions, as well as to help students outline a story. The students were guided to find important information by using the organizational framework of Story Grammar. They used the draft as a foundation to answer the story-related questions. As a result, it is

confident that this strategy would effectively solve the problem. It is an effective strategy for improving students' cognitive ability for independent learning in the classroom. It could be seen that the Story Grammar strategy could be an effective strategy for improving students' reading comprehension.

Based on all of the explanation above, in order to improve students' reading comprehension of a text to make English learning interesting and enjoyable, the researcher was interested in conducting entitled “Story Grammar Strategy in Improving Students’ Reading Comprehension of Narrative Text at the Tenth Grade of SMA Negeri 1 Bintan Timur”.

1.2. Identification of the Problem

Based on the background of the study above, the researcher found some problem are as follows:

1. The students had limited vocabulary mastery.
2. The students were difficult to comprehend the text.
3. The students were difficult in determining main idea.
4. The students were confused about how to solving problems.
5. The students were not interested in participating in learning English.

1.3. Limitation of the Problem

Based on the identification above, the problem in this research is limited to the students’ problems by focusing on students’ low reading comprehension. Researcher tried to improve this problem by using Story Grammar strategy.

1.4. Research Question

In line with the problem limitation above, the researcher formulated the problem of this research as follow:

“How can the students' reading comprehension be improved by using Story Grammar strategy at the tenth grade of SMA Negeri 1 Bintan Timur?”

1.5. Purpose of the Research

The objectives of the study is to investigate how the students' reading comprehension can be improved by using Story Grammar strategy at the tenth grade of SMA Negeri 1 Bintan Timur.

1.6. Significance of the Study

1. For the students

This research can be expected to benefit students by providing alternative teaching strategy. Through the strategy, students can be more motivated in the reading process and expect that students' reading comprehension can improve.

2. For the English teacher

The result of this study can be expected that English teacher can use Story Grammar strategy as an alternative medium that is effective in teaching reading comprehension.

3. For the researcher herself

After the research finish, the researcher expected to get more information and the researcher hope more understanding about improving students' reading comprehension of narrative text by using story grammar strategy at the tenth grade students of SMA Negeri 1 Bintan Timur.

4. For other researchers

This study can be a referenced for the next study incase other researchers want to make further research about the use of Story Grammar strategy to the next teaching and learning in the the classroom in teaching reading comprehension.

1.7. Definition of Key Terms

1. Improving

To make something or to make people better than before.

2. Reading Comprehension in Narrative Text

The process of constructing meaning when translating text about an interesting story to entertain the reader.

3. Story Grammar Strategy

A reading comprehension strategy that uses an organizational framework to guide students in discovering the important information of a narrative story, to help students in analyzing the main characters, setting, problems, events, and solutions, and to help students in outlining a story.

4. Classroom Action Research

Research activities through observation of learning activities, which are classroom activities intended to solve problems or improve the quality of classroom learning.

