

CHAPTER 1

INTRODUCTION

This chapter will discuss the background of the study, the statement of problem, the objective of the study, the significance of study, and definition of key words.

1.1 Background of the Study

Reading is indispensable skill for the learners who learn English language. According to Floris & Divina (2009), EFL students who read a lot seem to acquire English much better than the students who do not read a lot. Moreover, the students who read frequently are had a good ability in reading skill. They will easily to catch the meaning of words, phrases, or sentences. It is supported by Anderson (1999) in his study that strengthened reading skill enable EFL learners to make progress and obtain greater development in all academic domains.

When the learners are reading, they have to understand about what they read, what is the topic, the purpose and also the meaning of the text itself, so that they will get the knowledge and new information from the text they read. It is supported by Mart (2012) that reading becomes one of important part of language skill that will determine the students' success in language acquisition. In line with this statement, Mickulecky & Jeffries (2004) define that reading becomes one of important way to improve the students' general language skills in English. In reading activity, when the readers understand the meaning of words, phrases and sentences, they can develop their comprehension easily.

In addition, reading or reading comprehension skills are the skills that are very important to determine the students' success in learning English language. Kuang Yu Chen (2011) stated that success in reading comprehension is usually seen as a fundamental to the academic success of the learners who learn English as a second or foreign language. That is why reading skill become one of skills that have to be mastered for students who learn English language.

There are so many techniques or strategies that are used by the teacher to increase the students' language skill. One of the best strategies is using a storytelling. Story has been proven able to increase the students' ability in four skills of English, such as; speaking, listening, reading and writing. According to Dujmovic & Pula (2004) stories is suitable choice to help the students enhance the four skills of listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the stories itself.

These are the benefit of using storytelling for students based on some experts:

First is for listening and concentrating skill, the implementation of the story can improve the students' listening and concentrating skill. It happens since the students are required to focus and concentrate to the story they hear. Dujmovic & Pula (2004) stated that listening to the story is very useful for the students' listening skill and concentrating skill. It can develop the child listening and concentrating skill via visual clues, such as; pictures, illustration, and prior knowledge of how the language works and general knowledge.

Second is speaking skill, in speaking skill the use of the stories also give a good improvement in the learners' literacy. In which, in stories the learners hear the repetition of words, sentences, and phrases. Repetition is very important in helping

learners to understand the meaning of the words, phrases, and sentences so they can use it in real communication in life. Loukia (2006) stated that there are some ways in which stories can promote speaking language learning. It is supported by O'Malley & Pierce (1996) in their study that the use of storytelling will give the students an opportunity to speak at length without teacher interruption in informal setting. In line with those two statements, Herminda (2013) stated that the use of storytelling makes students develop their ability in speaking. Al-Sawafi & Region (1998) also said that stories motivated learners and supported by various meaningful activities, gave learners opportunities to practice and develop communicative speaking skill.

Third is reading comprehension skill. The use of the story also can increase the student's reading comprehension. When the students are listening the story, they will get many vocabularies in which it will help them to comprehend the topic of the story. Li & Seedhouse (2010) stated that storytelling techniques are used to help the students more comprehend the content of the story given. Moreover, the use of storytelling can give an entertainment value to the students, which has been proven can lower their anxiety. It is supported by Riyadi (2011) that the use of story or storybook is very appropriate to the students' reading skill improvement.

Fourth is writing skill, in term writing skill, story has benefit since the students are asked to create sort story based on their experience and knowledge. According to Loukia (2006), stories serve as an authentic contextual framework through which children are introduced to vocabulary and language structures and through stories, children develop literacy skills which help them later in reading and writing.

Fifth, story is also good for the students, such as; to reduce the student's anxiety. When the teacher read the story to the students, he or she will get the students involve. It is very important, in which, when the students are feel engaged, they will have braveness to give an opinion, to give a comment toward the story that they hear. It is supported by Gillanders & Castro (1997) that storytelling has many advantages: it can increase the learners' interest toward the lesson, reduces anxiety, and allows learning to take place more readily and more naturally within a meaningful, interactive communicative context. It is also supported by Seedhouse (1986) statement in his research that storytelling is a way for learners to express thoughts and feelings and to build confidence in communicating outside the world of the classroom.

Sixth, storytelling has been proven able to raise the student's thinking skill since they are required to give a comment, opinion, or idea based on their students experience and knowledge after they listened to the story. Dujmovic & Pula (2004) in their research revealed that listening stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar context, which will enrich their thinking and gradually enter their own speech.

Based on those benefit above, the writer in this study will develop reading material using story – based lesson that will be implemented to the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. It because, in this school the English teacher did not have any primary book such as storybook to teach English lesson. The teacher only gave a certain story with limited picture and illustration that can make the students feel bored and find difficulties to absorb the

lesson. Moreover, In the process of teaching learning the students could not focus, they tend to make a noise and only a few that can focus to the lesson. It happen because the students did not feel engage and enjoy with the lesson.

In story–based lesson, the most important thing that should do by the teacher is making the students involve. Moreover, in story-based lesson, there are some activities such as; story discussion, fun game, and some exercise that can make them feel enjoy and engage with the lesson. In this story–based lesson, the writer will choose recount text as a focus of this study that suitable with the eighth grade students of Muhammadiyah 1 Junior High School in Gresik at semester 1. The aim of this study is hoped to make the English lesson become easy, fun and enjoyable.

1.2 Statement of the Problem

According to the background of the study above, the statement of the problem is to develop reading material using story – based lesson for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik.

1.3 Purpose of the Study

The main purpose of this study is to develop reading material using story-based lesson for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik become more fun, better and enjoyable.

1.4 Significance of the Study

The significance of this study is to give the contribution of two aspects. They are theoretical and practical ones.

1) Theoretical Significance

The result of this research is expected to give contribution about the English material especially for reading material which would be suitable to the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. So, the students can absorb the lesson well. In addition, this research is also expected to bring an inspiration for others to be more creative and innovative in developing English lesson especially for reading so that the learners can learn English more easier and enjoyable than before.

2) Practical Significance

In practical significance, this research is expected to give contribution to some parties, they are:

First is for students, this research is hoped to make learning English become fun, more interesting and easy so that it can improve the students reading comprehension skill.

Second is for teachers, this study is hoped to give an inspiration to the teacher especially for English teacher to be more creative and innovative in developing the lesson so that the lesson become fun, easy and more enjoyable for the students.

1.5 Scope and Limitation of the Study

The scope of this study focus on three aspects, those are:

1. Recount Text

This study will focus on recount text in which recount is suitable for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik at semester 1.

2. Students' Literal Comprehension

This study will focus on the students' literal comprehension that refers to an understanding of the straightforward meaning of the text such as facts, vocabulary, dates, times, locations, and so forth. It is recall information stated directly and explicitly in the text. For example:

1. In recall character, setting, or time details, the student is asked to recall facts explicitly stated in the text about character (name, traits, feelings, variables), the setting of the story, or the time the story take place.

2. In recall single action or even details, the student is asked to recall details explicitly stated in the text about single action or event, such as: what was action or event, how happened, what happened.

3. In recall list or sequence, the student is asked to recall a list of items, actions, or event explicitly stated in the text or the sequence of several actions or events explicitly stated in the text, such as: what items, what actions, what events, what order it happened.

4. In recall comparisons, the student is asked to recall likenesses or differences among characters, events, or places that are explicitly compared in the text.

5. In recall cause and effect relationships, the student is asked to recall reasons for certain actions or events explicitly stated in the text. 6. In recall

main idea, the student is asked to recall the main idea, theme, or moral of an individual paragraph or entire story that is explicitly stated in the text.

3. Students' Evaluative Comprehension

This study will focus on the students' evaluative comprehension in which the students will learn how to express and support an opinion based on their personal knowledge and experiences. It is very important for them in which they will learn to think critically based on their knowledge or experience.

1.6 Definition of Key Terms

There are some key terms which are necessary to define in order to make this discussion more obvious, these are the definition:

1. Developing reading material is the process to develop the content of the reading material which consists of some recount text which suitable for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. The material that will be developed based on the student's lesson which refers to the syllabus on that school. All the stories in storybook will be created by the researcher.
2. Reading material in this study is the material of reading in the form of written book which consists of some recount text for reading lesson that will emphasize on the students' literal comprehension and student's evaluative comprehension.
3. Story based – lesson is kind of strategy that used storybook as a primary tool, in which, the storybook consists of some stories that based on the

student's lesson. In this storybook, there are several activities that should do by the teacher and the students. For example: the teachers are suggested to use some pictures or puppets to draw the students' attention at the beginning of teaching learning process. Moreover, the teacher should make a story discussion with the students in order to develop the students' thinking skill.