

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of widely-used languages and it is an important means of communication in the global community. As a matter of fact, it stands to reason that many people would like to learn English. One of languages in the world is English which has necessary role for communication with other people so that it is used of the international language. Basically English is used in language of study, economy, business, technology, entertainment, politics, tourism and others. In Indonesia, English is one of the subjects in schools. It has become one of subject in curriculum. Every school can develop it, from elementary up to university.

In English there are four basic skills such as: listening, speaking, reading and writing. Reading is a language process that requires students to understand the written language in order to get information from the text. Reading process also requires students to interact with the text. Nunan (2003: 68) suggests reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Teaching reading usually has at least seconds aspects. First, it can refer to teaching learners who are learning to read in the first time, a second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make linguistic predictions, determines the expectations the reader will

develop as their understanding of the text. Skill in reading depends on the efficient interaction between linguistic knowledge and the knowledge of the world.

Hodgson in Tarigan (1986: 7) states, “Reading is process that is carried and used readers to obtain the message, which was about to be submitted by the author through the medium of words or written language”. Briefly, it can be said that reading is bringing meaning to and getting meaning from printed or written material Finochiaro and Bonomo in Tarigan (1986: 8).

People read because they want to get something such as information from writings: facts, ideas, enjoyment even feeling of message that the writer had expressed. The essence of reading is comprehension. Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Further definition is proposed by Harris and Hodge (2008: 83). They stated that reading comprehension is defined as the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular context.

Reading is still difficult for students, because the students learn about analyzing word, sentence, paragraph and new English terms are different day by day. Without good reading skill, one cannot obtain various information printed in the form of media such as bulletin, magazine or newspaper. Thus, through reading one can absorb a large amount of knowledge. Moreover, various kinds of information about science and technology can be obtained by reading books in

English because English is one of the languages of international communication. By reading much the students can widen their knowledge and outlook of thinking. Besides, they can increase their vocabulary, structure, achievement of study, develop interpersonal intelligence, and trigger their imagination. To master reading, students need to have reading desire and must be tried to read something intensive and continually.

Based on the interview between the researcher and one of the English teacher said that the standart score minimal for English subject at SMP Negeri 1 Siman is 78 and only 60% students can reached the score. The real condition in SMP Negeri 1 Siman at eighth grade students' was they did not give attention and made noisy when the teacher teaching English. So, most problem happened because the teacher less of creativity in giving material. Most of the teacher just gave explanation, task, and exercise without giving new method in teaching learning process that could make them interested to study.

Understanding the meaning of the short written texts that is related to the nearest environment and making students became active in reading learning is the target of success in reading at SMP Negeri 1 Siman Ponorogo. In order to be successful, teaching reading at SMP Negeri 1 Siman Ponorogo should be systematically presented and taught continually for the students. This case can help the students to read well and increase their reading ability smoothly. Therefore, teachers should be able to select and apply a right method for teaching reading by considering the students ability. Teachers also need to provide opportunities for students to read a lot of reading materials. Thus, making reading

an enjoyable activity is an important part of language learning experience and it can build up the students' reading ability.

Here, the researcher found problem by interviewing with English teacher in SMP Negeri 1 Siman, Ponorogo. There are many problems in teaching reading. First, the students here afraid to express their idea by using English. Second, the students usually are bored while they are reading. Third, the students are difficult to understand the meaning of the text. Fourth, students are lack of vocabulary. Then time allocation for English learning is also limited.

From the problems above, the writer tries to give a solution for the teacher to implement one of teaching technique. There is a technique of teaching learning, which it is interesting, and it can improve student's reading ability, namely Paired Storytelling technique. It is expressed by Lie (2008: 71) that paired storytelling is a teaching technique developed as an interactive approach between students, teachers, and lesson materials. This technique provides opportunities for one-on-one interaction among students around school tasks and gives them opportunity to use the target language communicatively, so the students will be more active in teaching learning process. This technique improves group relations, increases self-esteem, and increases vocabulary acquisition. In this technique the teacher noticed schemata or background of the students experience and helps students active these schemata for learning materials become meaningful. In this activity, students are stimulated to develop thinking skills and the ability to imagine. This technique is one of alternatives that can answer some problems of reading. Fatirul (2008: 22) said that Paired Storytelling can be used in reading, writing, listening, and

speaking, or you can also combine the activities of the four skills of reading, writing, listening, and speaking.

The technique involves having the students: (1) pair off, (2) discuss the story theme, (3) read half of the story, (4) take notes on their half of the story, (5) exchange the story notes with each other, (6) write about the part of the story they have not read, based on their partner's notes, (7) write their own versions of the story to each other, (8) write the part of the story they have not read, (9) discuss the whole story, (10) take a test on the story. (Lie. 1994)

Based on the facts and problems above, the writer would like to hold research with the title of “ The Implementation of Paired Storytelling Technique to Increase Reading Skill at Eight Grade of SMP Negeri 1 Siman in the Academic Year of 2014/2015”.

1.2 Statement of Problems

Based on the background of study above, the statement of problems are :

- 1) Does Paired Storytelling Technique increase the reading skill at eight grade of SMP Negeri 1 Siman in 20014/2015 academic year?
- 2) How can Paired Storytelling technique increase the reading skill at eight grade of SMP Negeri 1 Siman in 20014/2015 academic year?

1.3 Purposes of The Study

According to the research problem above the researcher has a purpose of study that is:

- 1) To know wheather the Paired Storytelling Technique increase the reading skill at SMP Negeri 1 Siman in 2014/2015 academic year.
- 2) To describe the implementation of Paired Storytelling technique to increase the reading skill at eight grade of SMP Negeri 1 Siman in 2014/2015 academic year.

1.4 The Significance of study

This study is expected to have contributions as follows :

- 1) For Researcher

This researcher is hoped give experience and knowledge on how to teach reading by using paired storytelling technique.

- 2) The English Teacher

This technique can help the teacher to understand the way to handle the students in teaching reading using Paired Storytelling technique and it will give contribution to successful teaching learning English.

- 3) For Institution

It can be used as model to implementation the students ability in reading and it may guide, help and encourage the students to express their ideas, opinion and thought.

4) For Students

It will be helpful for the students to understand how to implementation reading skill,

it can motivate students in their reading interest.

1.5 Scope and Limitation:

This research focused on the implementation of paired storytelling technique to increase reading skill at eight grade of SMP Negeri 1 Siman, Ponorogo in 20013/2014 academic year.

1.6 Definition of Key Terms :

Paired storytelling : Paired storytelling is a teaching technique developed as an interactive approach between students, teachers, and lesson materials (Lie, 2008: 71).

Reading skill : Reading is a process of transferring the meaning from mind to mind, from writer to reader, to get something from the writing facts, ideas, enjoyment, even felling of family commu nity (Nuttal, 1982: 3).