

CHAPTER 1

INTRODUCTION

In this chapter the writer will present Background of Study, Statement of problem, Purpose of study, Significances of Study, Scope and Limitation, and Definition of key term.

A . Background of Study

Now English has an important role as a means of communication in international level. Many countries use it as native language or second language. In indonesia,English is learned as a foreign language. It is an obligatory lesson in all level of education since junior high school until university. Therefore, mastering English is very important for all people who want to be success in life.

There are four English language skills, namely listening, speaking, reading and writing. All of them take an equal part in showing people's ability in using their language. Reading in particular, helps language learners obtain a lot of knowledge actively and critically relate the ideas of the text. Nevertheless, it is not easy to read for comprehension. Many students do not have sufficient background knowledge to comprehend the text. Besides they are not able to link some ideas so that they cannot acquire complete messages of the text (Cahyono and Kusumaningrum 2011:47)

Zahroh (2012:57) stated that as an important activity in the language classroom, reading seems to be taught most frequently compared to the other language skills in Indonesia because most English test are in the form of reading.

Based on the fact above, it is very important for the students to master it. So, the role of teacher is badly needed to provide everything to make the students easier to learn English.

The purpose of reading activity is to make students understand the content of text and take the new knowledge from the text. By reading activity, the students can develop their knowledge and new experience. (Zahroh 2012:57)

Student's reading comprehension must be developed. Everything teachers do in reading class should be designed to build student's ability to understand content of the texts. Teacher's teaching method is major factor in learning process success. Sometimes students do not understand with the text in reading class is because the teaching method not appropriate.

Teaching reading in SMPN 2 Dolopo faced many problems. Some problems in learning process of reading comprehension that the researcher found are as follow: first, when students read the English text, they did not understand the content of the text. It was because students mastery in vocabulary was poor so that they did not understand the meaning of the words. Second, the teaching and learning process at SMPN 2 Dolopo especially in reading comprehension still used monotonous method. As a result, students were passive and felt bored in reading learning process. The teacher of English often used conventional method, such as teacher only gave the lesson material based on the text book and learning process of reading just answering the questions and translating based on the text.

Usually students just translated from dictionary word by word, so they could not understand the meaning of sentence.

To solve the problem of reading comprehension the writer tried to find out the solution through story pyramid. According to Calder (1994:11), this method is beneficial to all students, particularly those with learning disabilities that create difficulties in attention, comprehension, analysis, and retention. Students with such disabilities can benefit from method's support and guidance, while ensuring they grasp both specific details and the "big picture" story pyramids force students to read an assigned story, comprehend the story enough to formulate key words for each line, and also to use critical thinking to be quick and easy still getting their points across.

In this research the writer will use story pyramid to teach reading narrative text. It is because story pyramid is very suitable to teach reading narrative text. There are some reasons for this. First, it teaches content and thought process simultaneously. Second, it promotes inferential and evaluative thinking. Third, it improves critical and analytical thinking skill. At last, It enhances reading comprehension.

B. Statement of Problem

Based on the background above, the statement of problem is :

How can story pyramid improve the eight grade students' reading skill at SMPN 2 Dolopo in academic year 2014/2015.

C . Purpose of Study

Based on the statement of problem above, the purpose of this study is to find out how story pyramid can improve the eight grade students' reading skill at SMPN 2 DOLOPO in academic year 2014/2015.

D . Significances of Study

The researcher hopes that the result of this research will be useful for :

1. Students

This research is hopefully able to make students read English text better.

2. English teacher

This method can help English teacher understand how to teach reading use story pyramid method.

3. The school

It is useful to improve the quality of education and develop student reading skill in junior high school.

4. The researcher

The researcher can get new experience about teaching reading using story pyramid method.

E . Scope and Limitation

The scope of the research is method in teaching reading, there are many kinds of method in teaching reading to student in junior high school such as mind map, direct reading, Survey Question Read Record Review (SQRRR), and story pyramid. In this research the writer uses story pyramid to teach reading in eight grade of SMPN 2 Dolopo inacademic year2014/2015.

F . Definition of Key Terms

To make eaiser to understand term used in this research, the writer gives definition of key term as follow :

Story pyramid :strategy to ensure force the students to that students thoroughly comprehend a variety of different aspects of a story by closely analyzing the main character, setting, problem, event, and solution.

Reading skill :Skill used to reading a text and to understand the content of text.