

CHAPTER I

INTRODUCTION

The general information of this study is going to be discussed in this chapter. They are basic consideration, problem statement, objective of research, reason for choosing the topic, scope of research, and the significant of research. They are explained as follow:

1.1 Basic Consideration

Reading is one of language skills which are very important for the people. Reading is not only a skill which supports an activity of communication, but also a process of transferring information from the writer to the reader. According to Grabe, et al (2002: 13) the purposes for reading are for getting simple information, learning from text, and reading to write (search for information needed for writing). By looking this statement, it can be said that by reading a book and newspaper, the people can get some information. Furthermore, by reading the people can learn and write based on the information they read from the book. Mikulecky and Linda (1997: 2) explain that “when someone reading for pleasure they just choose what books can they read, will not be tested and will not remember every detail what they read”. So, it can be said that the readers can read or gain the information from reading something, such as: books, newspapers, magazines, articles, etc.

For students, reading is important to find out the information and gets the knowledge. By reading they can enquire new ideas, information and can answer question given by the teacher. Beside that they can get positive influences from a

message in the text. The whole of process is needed comprehension of what they read. So, they should know how to comprehend reading. Reading comprehension is the ability to understand the text. Tankersley (2003: 90) said that comprehension is the center of reading; it means that the students understand what the meaning of the text.

In fact, based on the observation in SMA Negeri 1 Boliyohuto, on April 2012 it was found that the students felt difficulties when they read the content of text, although the story is interesting to read. Situation can be seen on teaching and learning process is not effective because teacher does not use a strategy that makes students comfortable. Students are only given a reading text and teacher asks the students to find the meaning of the story. So, students are very bored. Therefore, the way to solve the problem is teacher must be creative to encourage the students' motivation to learn the material with a good strategy. According to Oxford (1990: 8) learning strategy is specific action to make learner easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.

Based on the explanation above, it is necessary to apply one strategy called story face strategy. This strategy is appropriate for teaching and learning process especially in teaching reading narrative text. It is supported by Virginia Department of Education (2004: 12) explained this strategy help students visualize the important components of a narrative text, including setting, main characters, problems, and a resolution.

Klingner et al in Stall (2007: 79) said “Story face strategy is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text“. So it can be said, by using story face strategy the students can be able in understanding the component of a text, in this case reading text. The different of story face strategy with the story mapping strategy is the form. Story face strategy formed like face both smile and bad. Thus, when the students learn the subject, they will be interested. Finally, learning process will be effective and students can enjoy the text.

Based on the explanation above, the study of research is the influence of story face strategy on students’ ability in reading comprehension. This research was conducted at the second grade in SMA Negeri 1 Boliyohuto.

1.2 Problem Statement

The problem statement in this research is “can the story face strategy influence students’ ability in reading comprehension?”

1.3 The Objective of Research

The objective of research is to find out whether the story faces strategy improve the students’ ability in reading comprehension or not.

1.4 Reason for Choosing the Topic

The topic in this research is chosen based on two reasons, they are:

- a. Students still find difficulties in reading narrative text.
- b. Story face strategy is an effective strategy for teaching reading because it is attractive for the student

1.5 The Scope of Research

This study was limited on the influence of story face strategy on students' ability in reading comprehension specially in reading narrative text and forms on the text finding the element of reading text.

1.6 The Significant of Research

The significances of this research are following:

- a. This research can help students in learning English reading.
- b. This research can give contribution to English teacher in teaching and learning process particularly in reading skill.
- c. This research can be used as a reference for further researcher.