Chapter I: Introduction

In this chapter, the researcher discusses about background of this study which contained about basic problems of why this research are conducted. Therefore some substances such as the research question, aim of this study, scope of this study and significance of this study have been created and also discussed in this chapter.

Background

Reading is a process of understanding texts. Since reader and the texts are two main points that can not be separated, then the readers should understand what is informed by the texts in which the texts seek readers to make a process of reading happen. It is also supported by Aebersold and Field (1997, P.15) stated that reading is what happens when people look at a text and assign meaning to the written symbols in that text. In addition, the text and the reader are two physical entities necessary for the reading process to begin. Through reading we can get much knowledge and information which are important in our life. Because of that reason, reading is also taught as a subject in teacing language, particularly English.

Teaching reading can be main as facilitating students' performance in comprehending text, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery Richards (2001). Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but also how students get the meaning.

Teaching reading at junior high school is really needed. Beacause reading is a skill that must be learned by the students and since english is first introduced at junior high school according to curiculum of 2013.

Based on curriculum in Junior High School, there is one of the competency that should be achieved by the students, for instance, the students of class VIII, they should read and understand the meaning of narrative text in a short and simple fable. According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener.

Futhermore based on the interview with the english teacher in SMP 1 gorontalo, it was found that most students still had low ability in reading, they were difficult to determine the content of the story in narative text because they found many new words and they also did not know the elements of the story and did not get what was the main idea in that story. Those problems were found because most of English teachers tended to teach reading by using conventional technique, always give a material from text book and make a reading tendency. So, it made students were not really interested on reading.

From the researcher's opinion the most significant reason is the way teacher taught in reading narrative text. The teacher always facilitate them a book, it made students bored sometimes. In the learning process teacher must give variation in reading. That is why the teacher must be creative to choose the strategy, the method, the approach, the technique, and the media to make students comfortable in the reading learning process, because teacher must be a good facilitator for students.

However,Teaching English in junior high school (SMP) is not always a hundred percent succes or achived the expected goals. There are some indicators which make this happen. According to Zhafarishop (2012, P. 07) there are some difficulties faced by students in studying English: (1) The difficulty in reading English text and .Many students, especially in junior high school who have a difficulty in reading the English text. Usually, they need teacher's help to read the text word by word or sentence by sentence. (2) The next difficulty is pronunciation. Junior high school is the next level to learning English after elementary

school. It can be reading, speaking, writing or listening. Certainly, many difficulties will be faced by the students,especially pronunciation in reading or speaking.

Therefore, in order to solve the problem in reading, the researcher introduced a new media called *StoryMaker Online* which specific used narrative text in each story. According to books from K12, the title is "HIDDEN WEBTOOLS, 11 tools for your classroom" that StoryMaker online is a kind of *Digital Storytelling.* The first researcher knew story maker from subject of study English for young learner (EYL). Story maker online is one of many websites which gives motivation and inspiration in teaching reading. This website has some creation of interesting pictures, where students are free to choose the topic according to what they want to choose. In detailed, there are some topics in story maker; horror, romantic, and fable. Those topics are helpful and attracted the student interest on reading.

 In other hand, goes with the development of the era, particularly in technological development, technology becomes a best additional alternative in teaching English, detailed in teaching reading. For example even if teachers give them choices between using book and technology, they will choose technology or gadget because it is more interesting. According to Bottino & Robotti (2007), the advancement and popularity of computer and network technologies have provided a constructivist and cooperative learning environment. So, the researcher decided to give an online reading and used technology through Story Maker online. Story maker online is more sophisticated than using a book because it was using technology in which students will be more interested and can increase their ability in reading. By using story maker online the students more enthusiastic to read a story because the words in story maker online are easier than the words in a book, thus students can understand the content of story.

Generally story maker only used in writing skill but in this research the researcher conducted in reading. Because students are not only able be create the story, but also able to increase their reading skill by reading the narrative text in StoryMaker. Considering the benefit of Story maker online, the researcher conducted this research, entitled"**THE USE OF STORY MAKER OLINE IN INCREASING STUDENTS' ABILITY IN READING**".

Research Question

Based on the basic consideration, the research question will be "Can story maker online increase a significantly the students' ability in reading?"

The Objective of Study

The objective of this study is to investigate whether the story maker online can increase significantly the students' ability in reading or not.

The Scope of This Study

This research focus on increasing students' ability in reading narrative text through story maker online reverse to several indicator.

The Significance of Study

This research has some benefits that could be taken by the students, teacher, and reader. Some benefits are explained as follows:

1. Teacher

    The teacher know how far students' ability in reading through story maker online.

2. Student

   The students know about the importance of ability in reading through story maker online. In addition, the student will realize that story maker online has a positive contribution in order their ability in reading.

3. Reader

   The reader can take the result of this research to be the base in conducting further research.