

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is usually learnt and taught at junior high school, senior high school and at university. It means that English is important thing to understand by Indonesian people, but in reality there are some problems that are faced by the students. It is realized that most students get bad score, get bad vocabulary, and get bad pronunciation.

There are four English skills to learn, namely speaking, reading, writing, and listening skill. Reading is one of language skills learned in junior high school. Reading is not only to understand the content of reading text, but also the pronunciation and intonation.

Reading comprehension is fundamental for English foreign learners in getting information and knowledge. Students should have mastery on reading skill. Good achievement in reading is important for the students. Students will get information and ideas which can enrich their vocabulary and ideas. In order to produce good reading ability, students needs to use appropriate method in learning reading.

Teaching reading in junior high school can be done in many ways. The common way usually used by the teacher is reading short story. By reading short story, the student can understand the content of the story. The techniques

will make students more active in the classroom. The various activities will make enjoyable in the classroom.

It is very useful for increasing students' interest and motivation in learning English, so the teaching-learning process will run better and faster. The types of text (genres) developed in the 2004 English curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc.), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with competence, the literacy levels are also determined based on the government regulation. Vygotsky (1998: 39) adopted by Fauziati (2009: 64) states that at Junior High School, graduates are supposed to be ready for handling the kinds of text they face at Junior High School levels that include: narrative, descriptive, recount, procedure, and report .

One of the types of text is narrative text. Narrative text is a text focusing specific participants. Its social function is to tell stories or past events, and entertain the readers. A narrative text consists of the following generic structure: (1) orientation that is introducing the participants and informing the time and the place, (2) complication that is describing the rising crises which the participants have to do with, (3) resolution that is showing the way of participant to solve the crises, better or worse. Language features of narrative texts are: (a) using processes verbs, (b) using temporal conjunction, (c) using simple past tense (Djuharie, 2007:41).

The writer wants to know the process of teaching reading narrative text, the difficulties of the students in understanding the text in *SMPN 2 Colomadu*. On the other side, the writer is interested in this school because there are some difficulties in English reading especially with narrative text materials. The difficulties are usually faced by the teachers. They must find out some techniques to teach English in order to make students fun. The last, the difficulty is also faced by the students. The students tend to study vocabulary or pronunciation and also especially reading in short story. By reading, the students can understand the content of the story.

Based on the description above, the writer is interested in conducting a research entitled *A Descriptive Study on Teaching Reading Narrative Text Using Short Stories to the Second Year Student of SMP N 2 Colomadu*.

## **B. Problem Statement**

Based on the background of the study, the writer states the research problems as the followings.

1. How is the process of teaching reading narrative text using short stories in *SMP N 2 Colomadu*?
2. What are the techniques used in teaching reading narrative text using short stories in *SMP N 2 Colomadu*?

### **C. Objective of the Study**

Based on the problem statements, the writer has the following objectives.

1. to describe the process of teaching reading narrative text using short stories in *SMPN 2 Colomadu* and
2. to identify the technique of teaching reading narrative text using short stories in *SMPN 2 Colomadu*.

### **D. Limitation of the Study**

In this research, the writer only focuses on the process and the technique of teaching reading narrative text using short stories to the second year students of *SMP N 2 Colomadu* especially in class V111 A in 2011/2012 academic year. The limitation is done in order to get the best result from the observation.

### **E. Benefit of the Study**

The writer hopes that this research has benefits in the English teaching reading learning process. There are two kinds of benefit in this research, theoretically and practically.

1. Theoretical Benefit
  - a. The result of the research paper can be used as an input in English teaching learning process especially in teaching reading narrative text using short stories.

- b. The result of the research can be used as the references for those who want to conduct a research in the teaching reading narrative text using short stories.
2. Practical Benefit
- a. For the English teacher, they give some information and knowledge about teaching reading narrative text using short stories.
  - b. For the students, they can get knowledge about new information from the reading text.
  - c. For the readers, it is expected that they will get a large knowledge of teaching reading narrative text using short stories.

## **F. Research Paper Organization**

In order to make this research paper easy to follow, the writer organizes the research paper into five chapters.

Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which presents the previous study, notion of reading, notion of teaching reading, notion of genre, narrative text, short story, teaching reading narrative text using short story.

Chapter III is research method. It relates to type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter, the writer describes the process of teaching reading narrative text using short stories and the techniques used in teaching reading narrative text using short stories. Discussion concerns with the research findings.

Chapter V is the last chapter. It deals with conclusion and suggestion.