

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (a) the background; (b) the problem; (c) the objective; (d) the significance; (e) the hypothesis of the study and (f) criteria of testing the hypothesis

### **A. Background**

Language is a code that is delivered by a person with the intent to communicate to others. Language can be spoken orally and through body language. According to Thomson (2003: 8), language is also a set of interlocking relationship in it owns right, in the sense that meaning arises from the way in which particular language forms are combined and interact with to others. language that can shape the sound and movement and has particular meaning to be conveyed to others or our rivals talk, with the intention to convey or express our feelings or desires.

There are many languages spoken by humans, such as the Arabic language, Germany language, Chinese language and English in this world. One of them is English. According to Crystal (2003: 8) English is as a global language, which is widely used in various countries and in various fields. As an international language, English is used for many purposes. English holds important part in human life and contributes to all aspects, such as; social, politic, culture, technology, economic, education, and so on. Therefore, Indonesian (students) should be prepared to face the globalization era by mastering English.

English is foreign language in Indonesia, which it functions to guide and develop knowledge, technology, culture, and also keep good relationship among language in the world. Since English is a foreign language, most students get difficulties to communicate in English fluently. It needs a teacher or someone who is an expert in English to become a mentor. Indonesia has introduced the English language to students from an early age. It makes it easy for children to use English fluently when they start in their earliest age.

In learning English, there are four skills to be mastered. They are listening, speaking, reading, and writing. One of the skills which has an important function for the students is reading. Reading holds the important rule, because reading is one activity which can not be released from our lives to search some information or knowledge from printed text. The reading skills become important in the education field. It is related to Al-qur'an surah Al-alaq.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning :

*"..Recite in the name of your Lord who created.."* ( Surah Al-Alaq' verse: 1).

Based on the verses above, Islam really suggests in teaching well, students need to be exercised and trained in order to have a good reading skill. Students also need to be taught how to read well, Reading skill is one skill that is one of the determinants of children's success in mastering English. Thus, the students should have good reading skills.

In fact most of students still have low competence in those skills and language components. For them English is difficult and boring lesson. And it make students have less motivation to learn English especially at school. One reason is the technique in teaching English.

Based on the writer's experience in teaching at Junior High School 26 in Palembang, there were many problems that the writer found in the field when teaching reading comprehension. Especially reading narrative text, the problem are the students had difficulty to understand the content of reading text, most of the students had the problem to understand the meaning words in reading text. And the teacher does not give interest strategy to students, therefore students are less excited to read the narrative text. The teacher's strategy just asks student to read a text and answer the question. The teacher just aks student to listen, and teacher read a text.

To overcome these problems the teacher should have a specific strategy that can be applied to the students to improve student reading ability especially understand one of narrative text. One of the strategy is story face strategy. According to staal (2000: 79) The story face strategy is easier to understand. students more understand narrative text by using story face, students easier to remember a text. Story face can guide student to retelling a text because it uses like face. story face strategy solved the main difficulty in the class. In this strategy, learners start reading with narrative text and the last make picture like face.

Based on the reason above, the writer was interested to use story face strategy. The writer uses this strategy to teach reading in the eighth grade junior high school (SMPN) 26 Palembang because the writer ever taught in SMPN 26 Palembang, therefore the writer knew about the situation in SMPN 26 Palembang, especially eighth grade that will be taught reading by using Story Face strategy. So the writer would like to conduct a research entitled “teaching reading comprehension by using story face strategy to the eighth grade student of SMPN 26 Palembang.

#### **B. Problem of the Study**

The problem of the study is as follows, Is there any significant difference on student reading comprehension achievement taught by using story face strategy and by using the strategy usually used by teacher at SMPN 26 Palembang ?

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

The objectives of the study is,

Based on the problem above, the objective of this study was to find out whether or not there is any significant difference on student reading comprehension achievement taught by using story face strategy and the strategy usually used by teacher at SMPN 26 Palembang.

#### **D. Significances of the Study**

The study is expected to be significance to some people in SMPN 26 Palembang as follows: (1) to inform the teacher about an alternative strategy to teaching reading that can be applied in schools, (2) To help students understand the text easily with instruction in Story Face strategy, (3) To provide information to teachers that the Story Face strategy is easier to understand than the strategy that usually used by teacher, and it can also be a reference for further research, especially research on reading that is easy to understand.

#### **E. Hypotheses**

According to Arikunto (2010: 110), hypothesis is a temporary answer to the problem in the research, until proven by the data collected. The writer proposes two hypotheses in this study; they are null hypothesis (Ho) and alternative hypothesis.

(Ho) : there is no significant difference on students reading comprehension achievement who are taught reading comprehension by using story face strategy and the strategy usually used by teacher to the eight of SMPN 26 Palembang.

(Ha) : there is a significant difference on students reading comprehension achievement who are taught reading comprehension by using story face

strategy and the strategy usually used by teacher to the eight of SMPN 26 Palembang.

## **F. Criteria of Testing the Hypotheses**

To prove the research problem, testing research hypothesis is required as follows :

- 1) The null hypothesis ( $H_0$ ) is accepted whenever the p-output is higher than 0.05. It means that the alternative hypothesis ( $H_a$ ) is rejected.
- 2) The alternative hypothesis ( $H_a$ ) is accepted whenever the p-output is equal or lower than 0.05. It means that the null hypothesis ( $H_0$ ) is rejected.