CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, the objective of the study, the significance of the study, the scope and limitation and key terms used.

A. Background of Study

Reading is regarded as one of skills that most important, because reading can affect the other skills. By reading, the students will be able to develop their language competence. The students will have wider knowledge after reading. They will get a lot of information by reading the text. Then, with having wider knowledge they will have larger vocabularies. In a text, of course it contains many words that make students' vocabulary increase. As the result, they do better on tests of grammar, write better and spell better.[1]

Reading is also an essential skill for English learners as a second language. For the most part of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.[2] By mastering reading skill, the learners will develop in all areas in learning.

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[1] Stephen D. Krashen. *The Power of Reading: Insights From the Research,* (U.S: Libraries Unlimited, 2004)

[2] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill Companies, 2003), 68.

But, most of students get difficulties in reading. As Indah stated in her thesis, according to Otto' a lot of people even student who has been taught to learn reading skills consider that reading is the most difficult. Otto' also said that many children feel difficult to comprehend what they read, therefore those children need guidance in thinking and developing skills which will help them to understand what they read.[3] Novita also added that the students mostly get some difficulties in reading English sentence even words. Hence the students are reluctant to follow the reading activity well which always deals with a text.[4]

While, based on the writer preliminary observations in SMA Avisena, it can be concluded that the students difficulties in reading mostly caused by some factors, especially in reading narrative text, such as: they do not have interest in reading English text because they are not accustomed in reading. They also do not have a lot of vocabularies. As result, they do not understand the meaning of the text. When they are asked to answer the question related the text, they can not answer it because they do not understand what the whole text about. They need a long time to finish the answer and their reading assessment is not good. [5]

Besides, a fact which found is the technique that used by English teacher at tenth grade of SMA Avisena. In teaching English, the English teacher still uses traditional technique. The teacher only asks his students to read then ask them to

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[3] Indah Muslikah, *Applying Intensive Reading to Teach Reading of Discussion Text to Twelfth Grade Students of SMA Negeri 13Surabaya,* (Surabaya: UNESA, Unpublished thesis, 2010)

[4] Novita Eka Indah Suryani, *The use of Hotel Brochure as An Authentic Material in Teaching Reading Descriptive Text to the Tenth Grade students*, (Surabaya: UNESA, Unpublished thesis, 2010)

[5] Translation from interview with some of students at SMA Avisena Jabon on Monday, 15th July 2013

answer the question after little explanation. The teacher there uses Student Worksheet during the teaching process. The students have to read the text that is provided in students' worksheet. They only read one single text that has to read based on what the teacher wants. So, the students are not interested in reading because they cannot choose the text they like. As result, the students feel burdened to read and do not enjoy the teaching and learning process.

Based on the problem above, the writer chooses SMA Avisena as the setting of research. She thinks that this school is the place that suitable to do this research and to get many facts to support this research.

To help students' problem in reading a text, the writer recommend a reading technique. A reading technique that recommended is extensive reading. Extensive reading is reading some texts for general comprehension, where the students read the texts based on their choosing. So, the students will read more texts that make them interest and enjoy so they want to learn English.

The characteristic of extensive reading technique is students are allowed to choose what they want to read. The material of extensive reading can use some books, articles, short story, etc. In this study, to be used for teaching narrative text, the writer recommends a short story as material. Short story is brief fictional prose narrative, so it is suitable to be used as material in teaching narrative text. Beside that, short story is a story that shorter than novel, so the

content is not too long. It will be first step for students to accustom in reading narrative text by reading short story.

There are some benefits of extensive reading. As Jeong-eun Han stated that the benefits of extensive reading such as:[6] it can increase vocabulary, it can motivate students in reading, the last it can influence other skill. Dealing with those benefits, the writer recommends extensive reading that is hopefully can overcome the problem above. By reading the text they want, they will interest in reading the text. If the students interest in reading, their vocabularies will increase, so they will able to comprehend the text. As result, they will be able to answer the question and get a good score in reading.

Therefore, the writer conducts research entitled *"The Effectiveness of Reading Narrative Text through Extensive Reading of Short Story as a Technique to Improve Students' Reading Achievement at the Tenth Grade Students of SMA Avisena Jabon, Sidoarjo"* in order to know it is effective or not to be used to improve students' reading achievement.

B. Statement of the Problem

Based on the background of the study, the problem of the study can be formulated as follow:

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[6] Jeong-eun Han, *Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language Programs* (University of Wisconsin: 2010), retrieved from http://digital.library.wisc.edu/1793/39198 at 12th August 2013

Is reading narrative text through extensive reading of short story more effective than traditional technique in improving students' reading achievement at the tenth grade of SMA Avisena Jabon?

C. Objective of the Study

Related to the problem of the study, the objective of this study is:

To measure whether reading narrative text through extensive reading of short story is more effective or not than traditional technique in improving students' reading achievement.

D. Significance of the Study

The study is expected to be significant for:

1. For teachers

   The result of this study may show the teacher that reading narrative text through extensive reading of short story can be suitable technique in teaching reading. It can be used as an alternative technique to help students interest in reading, so they will improve their reading achievement.

E. Scope and Limit of the Study

In this study, the writer will focus on students' reading achievement after using extensive reading of short story and traditional technique that teacher use in

teaching reading narrative text. It will be conducted for tenth grade of SMA Avisena, Jabon.

F. Definition of Key Terms

The definition of key terms is intended to avoid confusion and misunderstanding. The key terms used in this study are defined below.

Extensive reading : Reading many texts based on their choosing for general comprehension. In this study, the writer chooses a short story as extensive reading material in teaching reading narrative text because short story is in form of narrative. So, the students will read some short stories based on their choosing.

More effective : Producing a better result that is wanted or intended.[7] In this study, the result that is wanted is to improve students' achievement. So more effective means if the students' reading score of the experimental group (a group that is taught reading narrative text by using extensive reading through short story) is higher than the control group (a group that is taught reading narrative text by using traditional technique).

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[7] Oxford University, *Oxford Learner's Pocket Dictionary (4th Edition)*, (New York: Oxford University press 2008), p. 143

Traditional technique : Technique that usually used by teacher in SMA Avisena

                        Jabon.

Reading Achievement : Students' score in a reading test.