

## CHAPTER I

### INTRODUCTION

This chapter presents the background of study, the problem of the study, the objective of the study, the significant of the study, scope and limitation and the definition of the key terms.

#### A. The Background of the Study

Language is important thing to communication because it is the tool for communication. Language is also the country's identity used as the tool to unite the country. Every country has their own language and it is impossible to communicate with foreign people using their each language. English is one of the languages that used by the people around the world to make an interaction between them. Because, English was became the accepted international language of technology and commerce.<sup>1</sup>

All around the world, students all of ages are learning to speak English, but their reason for mastering in English can differ greatly. Many people learn English because they have moved a target-language community and they need to be able to operate successfully within that community.<sup>2</sup>

In English, there are four skills that become the main point in the teaching of English. There are listening, speaking, reading, and writing.

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<sup>1</sup>Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centered Approach*, (Cambridge University Press, 1987),6,

<sup>2</sup>Jeremy Harmer, *How to Teach English*. (Longman: 2007),11.

Reading and listening can be called receptive skill, which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language.<sup>3</sup> Reading can be described as a mental or cognitive process which involves the reader in trying to follow and respond to a message from a writer, who is distant space and time.<sup>4</sup>

Reading is useful for language acquisition. Provided that student more or less understands what they read, the more they read, the better they get at it. Reading also has a positive effect on student vocabulary knowledge, on their spelling and on their writing.<sup>5</sup> But sometimes student cannot focus on their reading and the teacher need to help learners to focus their reading so that they read for meaning instead of getting stuck on individual word or unimportant detail and losing track of the mine meaning of the text.

In some cases many students have difficulties in catching and understanding the idea of the text, some time students feel bored when they get reading section and they do not pay attention on the text given because they cannot catch the main idea and also some information to answer some questions given.

Based on the explanation above, the researcher wants to apply teaching English using the series of story to improve students reading comprehension and make them more active in teaching learning process. The researcher takes

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<sup>3</sup>Jeremy Harmer, *English language teaching* (New york: Longman, 1988),44.

<sup>4</sup>Davies, *Improving Expository Writing by Increasing Background knowledge* (Jurnal of Reading, 1995),1.

<sup>5</sup>Ibid 2,p. 99

in MTs Miftahul Huda Silir which is the atmosphere of this school was supported to be developed, so. The reseacher will analyze it in this study with title **“Improving Reading Comprehension Skill Using Stories at MTs Miftahul Huda Silir Wates”**

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

Based on the description of background of the study above, the problem of the study is formulated of the following research question,

“How can Stories improve reading comprehension skill at Seventh-grade students’ of MTs Miftahul Huda Silir Wates,? ”

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

Based on the statement of the problems above, the researcher would like to formulate the objectives as follows:

“To know how Stories can improve reading comprehension skills at Seventh-grade students of Mts Miftahul Huda Silir Wates”.

#### **D. The Significant of the Study**

The result of this thesis is expected to give some valuable contribution to the students, the teacher, institution and the next further researcher.

To the students, the result of this research hopefully can help the students to learn English easily because it taught with fun.

To the teacher, the researcher hope this thesis will be one of guidance that sometime can help the teacher to teach English to improve students

achievement, using series story in teaching learning process will be enjoyable and make the teacher ease to give the material to the students.

To the institution, the institution hopefully can use the result of this research as references to improve the teaching learning method in English teaching.

To the next researcher, the result of this research will help them to find out the sources and use it as one of references, although, it only give a little contribution.

#### **E. Scope and Limitation of The Study**

The scope of the study deal with the application of series story in learning process, this study is limited to find out the how the series story can give in students' reading improvement in MTs Miftahul Huda Silir Wates in academic years 2015/2016.

And the limitation of the study in teaching reading using Stories is for student of the seventh grade at A class in MTs Miftahul Huda Silir Wates especially, when they have to understand narrative text. This study focused on the improving of teaching reading using Stories

#### **F. The Definition of the Key Terms**

In the definition of the key term the researcher will define some key terms that related to the paper. They are teaching reading, Stories, and improvement.

### 1. Teaching reading

A process of transferring knowledge of the teacher to improve the student's reading skill in the learning process.

### 2. Stories

Stories is a media that suitable with teaching reading because it can amuse the students with the content of the story. Besides that, because it presents in a series so they will get a story that divided into some part and every part is related to another part. So it can make the students want to know the next part and they will read more and more to know the whole story.

### 3. Improvement

Improvement is a process to make something better. If the students get 75 minimally it means that they are successful in teaching and learning process, and the percentage of successfulness which want to reach is 80%. In this research, the reseacher wants to know the improvement of students' reading by using Stories.