

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Reading has many benefits and is enjoyable. The reading process includes the reader's interaction with the text, their interpretation of what is written on the page, their thoughts while reading, and their observations of what they have read. McKay (2008). Reading comprehension is the process of understanding what has been read; it is also referred to as creating internal meaning. Reading is useless if it is not understood. Robertson (2017) asserts that reading should be done with the intention of understanding what is read. Reading comprehension is the process of reading a text and comprehending it. Reading specifically include comprehending the text's substance and generating inferences from it in addition to understanding the words that are read.

The first verse of the Quran that the Prophet Muhammad was revealed contains the word "iqra," which means "to read." The directive to read is clarified in later verses (Siregar, 2019). In this case, it is obvious that reading will help people learn. The primary objective of Islamic education is to transform individuals into informed and devout individuals (Amin, 2019). One of the numerous linguistic meanings associated with the word Qur'an is recitation or something to be studied or read.

If students wish to be able to read and comprehend English literature, they must engage in a lot of reading practice. Many pupils struggle with reading because they don't get enough practice and the solutions provided by teachers don't work. Students lose interest in the teacher's interpretation of the text because it is uninteresting. Students' reading proficiency suffers as a result. Teachers should therefore employ fresh strategies to assist students in solving problems. The best strategy will make it easier for teachers and students to communicate throughout the teaching and learning process.

In order to address children's needs, educators should provide relevant and engaging answers. The approach ought to promote comprehension when reading and studying during classes. Additionally, learning activities will be fruitful when students participate in a conversation of knowledge to meet learning objectives. Use story grammar principles to comprehend stories. As per Kimley A. Murza (2010), narrative grammar strategies serve as a structure for instructing students on how to examine central characters, settings, issues, occurrences, and choices, in addition to learning how to articulate stories. Story grammar can enhance readers' comprehension of the narrative in this way. as stated by Moje and colleagues (2020). A student needs to be able to read in order to learn a language. Language and

reading are related. Speaking is a language requires information to act as a tool or a means of communication. For users or learners to receive information, they must be communicatively competent.

Narrative grammar is the basic structure of a narrative text. It is a system of rules used to describe the constant features that occur in narrative texts. These rules describe the parts of the narrative, the order of the parts, and the way the parts relate, i.e. the internal structure of the narrative. Cognitive load theory suggests that the grammatical framework of a narrative can act as a schema for constructing a complete narrative. The elements of story grammar include character, setting, initiating event, internal reaction, plan, effort, consequence, and resolution Miller (2013: 26).

The findings of the September 2022 observations by the researchers indicated that the reading proficiency of the students at SMPN 16 Bengkulu City remained inadequate. The majority of students still struggle to name the story's protagonist, setting, issue, event, resolution, and epilogue. The students' limited vocabulary and reading lessons in the classroom, which only ask them to read the text and provide answers based on it, are to blame for this. Classroom reading lessons merely ask students to read the text and respond to questions based on it, without assisting them in understanding the material completely. In this instance, the

author has thought about a reading instruction strategy. Story grammar is the tactic to which the author alludes, thus the author In this study, this method is used.

Students must be able to provide good and accurate ideas at the reading stage, including with proper spelling, appropriate vocabulary, and well-constructed sentences. In this instance, it is anticipated that students at Bengkulu City Junior High School (SMPN 16) will be proficient in reading and writing, and that these skills will continue to grow once they enroll in college. once they have enrolled in college.

In light of the foregoing description, the researcher has decided to implement the Story Grammar strategy, which helps students in class VIII SMP 16 Bengkulu City enhance their reading abilities.

## **1.2 The identification of problems**

Based on the background above, the researcher found several problems that occurred in class VIII Smp 16 Bengkulu City. The ability of the students to read is the primary issue. The majority of students can be considered to be fairly proficient readers of English-language texts; however, they struggle with reading because they don't always understand what they read, become bored easily, and are too lazy to look at or read reading materials that contain lengthy explanations of concepts. They provided answers to questions that were occasionally challenging and unclear.

### **1.3 Research limitation**

This study focused on reading skills in understanding expository texts of grade 8<sup>th</sup> students of Junior High School (SMPN) 16 Bengkulu City using story grammar strategies. In this study the researcher tried to find out the students' ability to compose irregularly shaped reading material and then asked them to tell a story based on the reading material.

### **1.4 Research Question**

The research question, "Is there an effect of story grammar strategy on students' reading achievement at SMPN 16 Bengkulu City?," is formulated based on the research background.

### **1.5 Objectives of Research**

The next research goal is to determine whether the use of historical grammar teaching strategies has an impact on the reading abilities of SMPN 16 Bengkulu City grade 8 students in the 2023–2024 academic year, based on the research questions.

### **1.6 Significances of Research**

The results of this study are expected to be useful for :

#### **1. Students**

It is expected that the results of this study can provide good information and knowledge to students in

practicing this strategy to develop their reading skills and this research can be more useful for them in their daily lives in reading texts, so they know how to use texts. . Read. text to understand the grammar of the story and also be more motivated when they want to read the text.

## 2. Teacher

It is hoped that the results of this study can provide good input to English teachers who teach reading in junior high schools, so that the results can be used as an alternative way of teaching reading.

### **1.7 Definition of Key Terms**

#### 1. Teaching Strategies

To make sure that students comprehend the material they are learning, teachers engage in instructional strategies either during the planning or execution phases of the lesson.

#### 2. Story Grammar

The components or parts of a story make up its grammar. Depending on the curriculum or teaching methodology you're using, what they cover varies, but frequently includes elements like characters, setting, problem, solution, or feeling. Plot and suspense are examples of other elements of grammar.