

I. INTRODUCTION

I.I. Background of the Problem

Language is a means of communication for the people to interact with another. English is one of the foreign languages which is spoken by the people all over the world. In Indonesia, English is taught at formal education settings, from Elementary School at grade 4 (even some of which starts teaching English in the first grade) up to University. There are four language skills that should be mastered in learning English, i.e. listening, speaking, reading, and writing. Students are hoped to master these skills.

Of the four skills, reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students of Senior High School. SMA/MA students should be able to use the language in informational level that is expected to access knowledge by the language skills. This objective is basically the same as comprehension of reading texts where the students are faced with the text written in English then they are hoped to read it in order to gather information from it. In this case, students use skill of reading in order

to understand the written text. In other words, they access knowledge by reading skill.

To gather the knowledge from the text, it is important for students to have a good reading comprehension. Without comprehension, reading would be empty and meaningless. Comprehension is not only intended to know what the letters stand for, but also involved power of fully understanding. Reading involves more than words recognition, that is without comprehension, no reading takes place. This suggests that comprehension determines the essence of the reading process. Comprehension is the level that should be achieved by students that determines whether or not they are doing reading.

Reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading. They should also have awareness of type of the material they are reading. The students are also hoped to have learning strategies in reading so that it can help them in comprehending the reading text.

Good reading means building frameworks in order for connecting words to thought. But not everyone is good at reading. In general, students still have difficulty in comprehending the idea in reading text. When the researcher conducted a Teaching Practice Program (PPL), she found that students had difficulty in comprehending reading texts. There are some factors that cause the students difficulties in

comprehending the text: (1) interest in the material (the text), (2) schemata, and (3) ignoring reading material.

In teaching learning process the teacher's functions as a facilitator who has responsibility to help the students to choose and create an interesting material in order to reach the aims of teaching and learning stated in the curriculum.

In selecting the material, it is better for the teacher to consider which material is the most effective in teaching reading, so that the teaching of reading comprehension will be useful to help the students to comprehend reading materials.

From the statement above, the writer would like to solve the problem by having comparative study between two materials, short story and mini dialogue. Because the writer wants to find a better material to teach reading. These materials are applicable for teaching reading comprehension. This research is aimed to find out whether one or both of them are effective or not for increasing student's reading achievement.

These two materials are applicable to be used in Senior High School, especially for the first year. Mini dialogue is a material of teaching reading comprehension which stress on how the students use their imaginative reading based on the situation that happened in the dialogue. In this occasion the students are asked to work in pairs, and both of them should understand what the person in the dialogue are talking about. While in short story the students are asked to read the text a loud, one paragraph for one person. The students discuss the materials in reading text then the teacher asks

the students to answer several questions so that the students have to gather information from the short story/text given, in order to answer the questions correctly.

Based on the previous statements stated above, the writer is interested to compare the student's reading achievement between the students who are taught through short story and those taught through mini dialogue.

1.2. Identification of the Problems

Based on the background above the researcher states the problems, why ten grade students at MA MA'ARIF 4 Kalirejo should improve their reading comprehension achievement? Identification of the problems as follow:

1. Lack of source in school library, English book is rarely found in school library
2. Students do not have book or other sources to study English
3. The students do not have good self confidence in learning English

1.3. Limitation of the Problem

Based on the identification of the problems above, researcher limits the problem about material that is used by teacher; the researcher is interested in investigating whether there is any difference of reading comprehension achievement of students if they are taught using interesting material in teaching reading. Short story and mini dialogue are two teaching materials that are use to teach reading. The researcher also

wants to identify which one is better in terms of achieving the students' comprehension.

1.4. Formulation of the Problems

Based on the limitation of the problem above, the writer formulates the problem as follows:

1. "Is there any difference of student's reading comprehension achievement between the students those who are taught through Short Story and those through Mini Dialogue?"
2. "Which of the two materials is more effective for teaching reading?"

1.5. Objectives of the Research

In relation with the research problem above, the objective of the research are:

1. To find out whether there is any significant difference of students' reading achievement between the students who are taught through Short Story and those through Mini Dialogue.
2. To find out the more effective material to teach reading.

1.6. The Uses of the Research

In relation to the problems and objectives, the findings of the research may be beneficial not only theoretically but also practically:

1. Theoretically, it may be used as an alternative consideration when choosing the appropriate material in teaching reading comprehension.
2. Practically, the result of this research may give information to the English teacher that one of the two materials in this research is more effective in improving the student's achievement in reading comprehension.

1.7. Scope of the Research

The research focuses on the student's reading achievement. This research is quantitative research that it seeks the difference of the use of short story and mini dialogue in reading. The participants of this research are the first year of senior high school students because the writer assumes that these learners have relatively high performance in language components. The reading comprehension materials that will be used are folktales and mini dialogues with interesting topics.

1.8. Definition of Term

1. *Reading comprehension* is an activity of understanding printed text through making sense a written text by relating written language to what we know and what we want to know.
2. *Mini dialogue* is short conversation between two persons or more.
3. *Short story* is a simple story that tells the students about something interesting.
4. *Achievement* in this research is the change or improvement of student's reading comprehension after being taught.