



**TEACHING COMPREHENSION USING STORY READING  
CAN IMPROVE STUDENTS' PERFORMANCE IN  
ENGLISH LANGUAGE**

**BY**

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# Abstract

Understanding comprehension is a process whereby readers takes in speech and holds it in the short-term memory. The readers will then identify the context and its syntax functions in the sentences read. Before the message can be stored in the long-term memory, it has to form into meaningful comprehensible messages.

Inability to master reading comprehension, one will not be able to comprehend messages. There will be communication breakdown and little interaction between one another. Reading activity is the important and fundamental of the three skills in English language learning, yet it is the least stressed skills in the classroom language teaching. With story reading, reading skills are being emphasized to the fullest extend. It creates a lively, creative and effective language teaching and learning. It inculcates educational especially English language focus, besides nurturing reading habits and the love for literature.

Story reading offers second language learners the opportunity to develop communicative competence, language awareness and the ability to use language skills with accuracy and appropriateness.

That's all. Thanks.

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## Chapter 1

### 1.0 Introduction.

Reading experts define reading as an active process of thinking. To read is to develop relationships among ideas. Reading experts also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. The reading of story brings knowledge toward the humanities. It brings understanding of vocabulary, ability to figure out meanings and attitudes toward success in L2.

*“Reading is a relationship between a human being and text, and the purpose of the activity involves the whole person. To ask what kinds of readers we hope our young generation will become is to ask what kinds of human beings we hope they will become”.*

*Louise M. Rosenblatt (1983,p.118)*

“Literacy development begins in infancy. Babies and preschoolers are surrounded by language. During this period, they acquire more and more knowledge about oral language and about reading, as well. In the past, preschoolers were not viewed as readers by parents and teachers. It was thought that preparation for reading should wait until oral language was well developed and children were ready for literacy instruction. We are now aware of the literacy learning evidenced by very young children. The 3- year- old who has been read to since infancy knows a great deal about stories and how they are read. It is now recognized that children’s developing understanding about literacy must be acknowledged and incorporated into early school experiences *“(Morrow, 1997).*

In the early days of education, it is necessary to think of reading in terms of a school subject. This is because majority of students were illiterate and a great number of