

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss the introduction of the research. It consists of background of the study, identification of the problems, research question, objective research, hypothesis of the research, significance of the research, and outline of the report.

1.1 Background of the Study

Language is the way to communicate with each other. Nowadays, people need to use lingua franca to communicate with another in the whole world, that is English language. Cameron (2001:12) states that learning the first language was thought until quite recently that by the age of 5, first language acquisition was largely complete. Indonesian use English as a second language which means Indonesian need to learn English at the school or other places. In learning and teaching English, there are four skills: listening, speaking, reading, and writing. But there is one of language skills that plays an important role in foreign language acquisition, it is reading.

Reading is a basic skill that should be mastered by students. Because reading can not be separated from learning activity, it becomes an activity which is always done in the classroom. Although the student have their own desire to read (Cahyono and Kusumaningrum, 2011:63). Its the one thing to do for students in the classroom.

Reading is very important for English learners because it can enlarge their knowledge, also add some vocabularies of English and get information. By reading, students are able to get complete understanding of the texts. But, sometimes they also face some problems in reading. Such as difficulties in meaning some words or sentences which are made them hard to understand the texts. It is because students do not know the meaning of the vocabulary when reading English text. Besides it, learning and teaching process based on conventional media makes them bored, less active, and teacher-centered learning. So, teacher must get and use new media in teaching and learning reading.

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a “creative, multifaceted process”. It is also determined by an individual’s cognitive development, which is the construction and others through direct experience (Wikipedia).

Another opinion by Hamra & Syatriana (2010:30) argues that “comprehension depends on the ability to get individual word meanings. Good readers have to learn to interpret word meanings according to the context. They have to comprehend words as parts of phrases, clauses, and sentences”. It explains clearly that students must read the text in their ability, so that the students become good readers.

Cahyono and Kusumaningrum on their book “Practical Techniques for English Language Teaching” stated that:

Reading is a means of transferring information between the writer and the reader. To have good proficiency in reading, there are many ways that students can perform, one of which is by optimizing the use of web-based resources. I recently think that such a technique is utilizable for the sake of reading enhancement. Therefore, this essay presents the theoretical basis of how the Internet-based resources can improve the students’ reading competence in the process of language teaching and learning.

Reading not only from the book, but can use website resources that support the students to make a good behaviour in reading a text. So, students can improve their competence in reading.

Dorling Kindersley (DK) is a British multinational publishing company specializing in illustrated reference books for adult and children. Dorling Kindersley was founded as a book-packaging company by Christopher Dorling and Peter Kindersley.

DK Readers not only for adult but for children, too. They publish books for children like Toddlers and Babies, covering such topics as history, the human body, and so many books they published. DK Readers for children have many levels. Its from Pre-Level, Level 1, Level 2, Level 3, and Level 4.

Then in this 21st century, technology is developing quickly, moreover in learning and teaching process. Those make teachers have better to adjust this condition in the classroom. In this case, the writer

wants to solve the problem which is faced by students in learning reading by using modern media that is DK Readers. DK Readers is reading that have many levels, from the lowest to the highest level. It has many pictures and the sentences is easy to understanding. So, writer believes that students more interest and active in reading class because of they read DK Readers.

Based on the above background the writer is interested in writing a research proposal entitled “The Effectiveness Of Using DK Readers As Alternative Media For Improving Reading Comprehension”.

1.2 Identification of the Problems

The researcher found these problems based on do PPL in the sixth semester at MTs Sunan Muria Kelet. The problems are:

- a. Most of students claim that reading English is a boring activity.
- b. Students get difficulties to memorize the words in English and the meaning.
- c. Learning English based on conventional teaching media makes the students less active and uninterested with it.

1.3 Research Question

This research is conducted for answering the following question:

“How effective is the use of DK Readers as alternative media for improving reading comprehension at eighth grade students of MTs. Sunan Muria Kelet?”

1.4 Objectives of the Research

The objective of this research is to examine the effectiveness of using DK Readers as alternative media for improving reading comprehension at eighth grade students of MTs. Sunan Muria Kelet.

1.5 Hypothesis of the Research

According to Arikunto (2010:112), states that in general the hypothesis formulated to describe two variables. The statistic hypothesis states:

- a. Alternative Hypothesis (H_a): there is significant difference of the students' achievement in reading comprehension between students who are teach through DK Readers and students who are not teach through DK Readers.
- b. Null Hypothesis (H_0): there is no significant difference of the students' achievement in reading comprehension between students who are teach through DK Readers and students who are not teach through DK Readers.

1.6 Significance of the Research

The result of this research is expected to be useful for:

a. Students

The result of this research is expected to improve students' reading comprehension. So that they can interest to read the text and study English.

b. Teacher

This research will help the teacher to develop students' reading comprehension. The teacher will be easy using suitable media that can improve reading comprehension in the class. That is using DK Readers as the media.

c. Researcher

The result of this research, the researcher will understand more about new media in order to improve reading comprehension and the result can be used to be reference in conducting other research to motivate students to read in English.

1.7 Outline of the Report

This final project consist of five chapters:

Chapter I consists of general background of the study, identification of the problems, research question, objective research, hypothesis, significance of the research, and outline of the report.

Chapter II discuss about review of related literature that consists of previous studies, theoretical background, and research framework.

Chapter III discuss about methodology of the research that consists of setting of the research, population and sample, research design, technique for collecting data, technique for analyzing data, and the statistical hypothesis.

Chapter IV discusses the result and discussion of the research.

Chapter V consists of conclusion and suggestion.