CHAPTER I

INTRODUCTION

A. Background of The Study

Every country in the world has different language, for uniting all the country in the world there are international language namely English Language. Mckay (2002) stated in Farzan Sharifian Article that distinguishes between "English as an International language" in a global and local sense.[1] It is used to access an information, to get education and to communicate in people in the world.

English language to get education from Elementary school until University level because this modern life. As we know that English is an important language and it is an International language in the world. There are four skills in English language, such as listening, speaking, reading and writing. All of them are important aspect in mastering language. Especially in reading.

Reading skill is very important in education field, the students need to be exercise and train in order to have a good reading skill. Reading is a part in daily life and also very important in academic one. It supported by Patel and Jain stated "Reading is an important activity in life with which

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[1] Farzan Sharifian, "English as an International Language: Challenges and possibilities", *Australian Review of Applied Linguistics, Monash University Press,* Vol. 31, No. 3, 28.3.

one can update our knowledge"[2]. It means that reading is one of main skill that is necessary for students because it can help students to acquiring knowledge and get information.

Reading comprehension one of the language skills, should be mastered well by students because reading is an essential factor that influences one's activity in communication. People consider reading as important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. Almost of English teachers still use conventional method in teaching reading. Conventional method usually makes students bored because the method is monotonous and the students are not active. One of the ways to make the teaching reading actively is making the students active. So, they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy or method in reading.

The students should comprehend the reading for certain purpose however it needs a practical and suitable strategy. The people read many kind written materials such as newspaper, magazine, novels, academic books and etc. Through reading, people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to readers. All those purpose need reading skill enough. When people talk about reading, it

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[2] M. F. Patel and Praveen M. Jain. *English Language Teaching (Method, Tools, and Technique).* (Jaipur: Sunrise Publisher, 2008), 113.

might be automatically related to comprehension or understand. For instance, a reader who understands what he has read can answer the question about it. It means that understanding something is the main goal reading.

This research is intended to investigate the influences of Shared reading strategy in teaching reading particular in recount text. From the observation in Mts Jabal Nur. The writer found the students problems in English learning, especially in reading comprehension. The students did not focus in reading text in English because they were confused when reading and answering the question from the text. It occurs because they have less vocabulary so they did not answer question well. The students think that read the text in English made them difficult to understand the whole of the text using English lesson.

In other side, the students' activities in teaching learning process seems monotonous because teaching reading was focused translating whole passage into Indonesian language. The teacher like dominate in teaching learning process, the students occurs was not interesting learning this lesson, they gave a full test or text of English and one by one to read the text.

Based on observation above, the students have difficult in learning English. The teacher strategy in teaching is made the students not interesting and make the students bored to following in learning process

especially in reading comprehension. Thus, the teacher must use best strategy which make the student interesting in teaching learning process.

The students must be used the strategy that can a solution to solve those problem. Harmer in Muslaini journal that "a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals".[3] The strategy can also be defined as s general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and game in order to keep the students interested.

According to Dorn and Soffos in Muhammad Kistiawan and Nova Asvio Journal that "Shared reading is an excellent complement to guide reading and comprehending strategies to be needed for independent reading".[4] It means shared reading is strategy can help the students in comprehending the many text when they are reading. Hopefully, shared reading can motivate and inspired the students to reading. This strategy will help the students to be more active in understanding difficult material or text book.

The reality in the field shows that the ability to students of second grade in Mts Jabal Nur Cipondoh in comprehending English text is quite

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[3] Muslaini, "Strategies for Teaching Reading Comprehension", *English Education Journal* Vol. 8, No. 1, (January, 2017), 67.

[4] Muhammad Kistiawan and Nova Asvio, "The Effect of Shared Reading Strategy on Students' Reading Comprehension at VIII grade of Secondary School 6 Pariaman, West Sumatera College for Teachers and Science of Education", *International Journal of Original Research*, Vol. 2, No. 5, (May, 2016), 231.

apprehensive. This is evident when they are given some question based on the text that require understanding, they are cannot answer the question correctly and detail. The Factor is the teacher used conventional method during this event considered less effective. It is also cannot improve the ability of students reading comprehension.

Based on explanation above, the writer would like conduct a study under the title "**The Effect of Using Shared Reading Strategy toward Student's Reading Comprehension on Recount text". (An Experimental Research at The Second Grade of MTs Jabal Nur Cipondoh in The Academic Year of 2019/2020).**

B. Limitation of the Problem

Related to the background of the study, the writer limits the focus of the research. The writer makes the limitation of the problem on shared reading strategy in reading comprehension by recount text of personal and reading assessing toward students second grade of junior high school.

C. Statements of the Problem

Related to the background of the study, the writer formulates the following main problems:

1. How is the students' reading comprehension at second grade of MTs Jabal Nur Cipondoh Kota Tangerang?

2. How is the application of Shared Reading Strategy in teaching reading comprehension?

3. How is the effect of using Shared reading on students' reading comprehension at second grade in MTs Jabal Nur Cipondoh Kota Tangerang?

D. The Objectives of the study

The objectives of this study are going to find out the answer whether the further, the writer hopes that the result of this study will give some users follows:

1. To know the students' reading comprehension at second grade of MTs Jabal Nur Cipondoh Kota Tangerang.

2. To know the application of Shared Reading in teaching students' reading comprehension.

3. To know the effect of using Shared reading on students' reading comprehension at second grade in MTs Jabal Nur Cipondoh Kota Tangerang.

E. The Hypothesis of the Research

There are two the hypothesis in this study, they are:

1) The experimental hypothesis (Ha) there is significance difference in using Shared reading toward students reading comprehension on recount text.

2) The null hypothesis (Ho) there is no significance difference in using Shared reading toward students reading comprehension on recount text.

F. Significance of the Study

The results of the study are expected to give contribution for:

1. To the Teachers

It can be help the teachers to facilitate in the teaching process, and created an excited and motivated of students in class, and make students are able to understand the lesson.

2. To the students

It help them learning in understanding learning process, and make them feel confident because they know which have taught by the teachers, example when students learn speaking skill, and they can practice in front of friends because have much.

3. To the school

This research can be beneficial regarding to the achievement of education quality, and research can contributed determining the school to improve quality education.

G. Organization of Writing

Chapter I is explains about introduction. In this chapter writer describes background of the study, the statements of the problem, objective

of the research, significant of the research, organization of writing, and previous of the study.

Chapter II is explains about the theoretical framework, it contain the parts of the theory about the definition of reading, the importance of teaching reading, the definition of reading comprehension, the element of reading comprehension, strategy for teaching reading comprehension, assessing reading, the definition of shared reading strategy, procedure of teaching reading using shared reading, and benefits of shared reading strategy, the types of the text, the definition of recount text, types of recount text, generic structure of recount text.

Chapter III is explains about methodology of the research. It covers the research method, place and time of the research, population and sample, the research instrument, the technique of data collection, and technique of analyzing data.

Chapter IV is consists of description of data, data analysis and hypothesis testing and the interpretation of data.

Chapter V is explains about conclusion which contains of conclusion based on the result of the research and suggestion for further research.

H. Previous Study

The writer takes two previous study researcher else as comparison in doing the research. The first study conducted by Eka Resty Novieta Sari[5] Thesis in 2014 as final project for Sarjana's Degree in English Education Departement in Sebelas Maret University. By the title of paper *"The Effectiveness of Shared Reading Technique in Teaching Reading Viewed from Students' Self-Esteem"*. This research was conducted in the second grade students of SMP N 1 Jiwan. This research used cluster random sampling to select the sample. Each class consist of students' self-esteem questionnaire and a reading test. There were two classes used as samples, VII A as the experiment class and VII B as the control class. The research questionnaire is instrument used to get the data of the students' self esteem. Shared reading technique is an effective method to each reading for both students having high and low self-esteem for the eighth grade students of SMP N 1 Jiwan. The English teachers are suggested to apply this technique in teaching reading in order the students gain better reading skill.

The second previous study conducted by I Komang Gede Adhi Sentana Putra [6] a Paper in 2015 by the title *"Teaching Reading Comprehension Through Shared Reading Technique to the Eighth Grade*

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[5] Eka Resty Novieta Sari, "The Effectiveness of Shared Reading Technique in Teaching Reading Viewed from Students' Self-Esteem",(Thesis of Post Graduate Program, Sebelas Maret University, 2014).

[6] I Komang Gede Adhi Sentana Putra, "Teaching Reading Comprehension Through Shared Reading Technique to the Eighth Grade Students of SMP SWASTIKA KAPAL In Academic Year 2014/2015", (Paper of Sarjana, Maharasaraswati University, 2015).

Students of SMP SWASTIKA KAPAL In Academic Year 2014/2015". In this research was conducted in the Junior High School on eighth grade students. The writer use shared reading technique by Class Action Research. In this study instruments used pre-test and post test which consisted of narrative text.. The average value of the process of reading comprehension ability made by students from each cycle that is on the cycle I: 63,07,cycle II: 80,72. The mean score of cycle I and cycle II was much higher than mean score IR. The mean score for cycle I and cycle II obviously showed the improvement of the students' reading comprehension through shared reading strategy. The result of analysis of the questionnaire scores showed the comparative percentages figures of A= 53.00%, B= 45.00%, C= 2.09%, and D=0%. Based on the success of the researchers conclude that the application of shared reading can improve students' reading comprehension skills.

Based on previous studies above, there are some difference and similarities with this research and those previous study. The differences from the first writer and this research instrument, teaching reading viewed from students' self-esteem. The similarity is in the Shared reading. While, the differences from the second writer is data analysis, the instruments and research method. The writer interest and want to research the effect of using shared reading strategy toward students' reading comprehension on recount text especially personal recount.