CHAPTER I

INTRODUCTION

A. Background of the study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. The most often become to complain is the teachers' ability in applying appropriate approaches, methods, media, strategies or techniques in teaching or learning so, many students are not interest in learning English.

In English, there are four skills that should be mastered, they are: listening, speaking, reading and writing. The reading skills becomes very important in the education field, students need to be exercised and trained in order to have a good in reading comprehension especially in text English.[1]

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[1] Dalman, *Keterampilan Membaca,* 2014, (Jakarta: RajaGrafindo Persada, cetakan kedua) p.1

Reading is one of four language skills should be mastered by students. Richards says that reading perceives a written the text in order to understand its contens[2]. On the other hand, Hasibuan and Ansyari said that reading is an interactive process that goes on between the reader and the text, resulting comprehension.[3] The purpose of reading also determines the appropriate approach to reading comprehension. It means that reading is the activity to comprehend the text, and with comprehend the text, we can get information or messages from the writer.

Reading is an activity or process of implementing a number of skills to process text in order to understand the content of reading. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their comprehension. If their reading comprehension is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On other hand, if they have a good comprehension in reading, they will have a better chance to succeed in their study.

Reading may be a simple word but often difficult to do and difficult to make a habit. Many people who mean that reading is a tedious activity and just a waste of time. Especially nowadays all things

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[2] Jack C. Richard, et al. *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited). 1992. p. 305

[3] Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 114-115.

can be visualized into graphics there by reducing interest in reading teenagers. Therefore the habit of reading should always be familiarized from an early age. Reading skills can improve a person's ability to easily understand concepts. This develops critical thinking skills in children. Understanding critical concepts and thinking are two important qualities of a successful individual.

Reading is a very important thing in promoting every human person and a nation. By reading, we can get much knowledge and know the world. In addition, reading also improves a person's vocabulary, command on language, and communication skills, study new words, comprehend ideas, and gain the information. Trends show that a person who is reading is able to concentrate on their lessons and better than those who do not.

The ability to read directly relates to the ability to write good because people who rarely read will have difficulty in finding vocabulary when writing and reading also can build a strong foundation to be able to learn and understand various disciplines. Students can also have ideas of what they read to apply in their writing. They will also be more familiar with the use of language in written text.

Activity in reading has not been done in Indonesia, especially teenagers. This is indeed a concern of many parties, be it educators,

parents and government. Attempt to build public awareness for reading has long been done in many ways, but the interest of adolescents in reading is very low. The other problem is that many students are not truly interested in reading, even in English. For them, reading is a boring activity. They have to face many printed words in the language they are unfamiliar with. These reasons make reading difficult to be learned.

The students of grade VIII MTs KULI Cikande also experienced the similar problems. They had low vocabulary mastery. To find the meaning of words they did not know, they usually asked their friends. Just few students would check the meaning from their dictionary because most of them forgot to bring it. As a result, their vocabulary mastery did not improve, obstructing them to understand the texts they read. In addition, the students were not really interested in the reading lesson, even in english. They felt bored with the monotonous way of teaching and the activities that they should do in the lesson. They expected something different in their reading lesson which would improve their motivation to read.

Reading is one of the most important teaching skills. This requires teachers to give more time and consideration in teaching these skills. The reason is that students always face printed or textual material in school, the information and knowledge they need to know is mostly

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obtained through reading. Of course, it is also closely related to skills and other subjects - especially in academic contexts in the teaching of a second language, as Grabe (2009) says. "Students can improve their listening, speaking and writing skills by improving or mastering reading skills first, because the material being studied is usually in print".[4]

Weak in reading comprehension level of students is a constraint to get a satisfactory value, especially when the method of teaching applied by teacher is not appropriate, this will make the value of student learning results are lower. A media is also required teachers in improving students' reading skills and media used in the learning process should be able to motivate students to enterprising in learning, like as used media. Students need to see and experience the learning before it makes sense personally. If teachers add a variety of media into the classroom, they significantly raise the possibility of reaching all students.

Media is one of the means to improve the teaching and learning process. By the various media, the media each having different characteristics. It is necessary to select carefully and appropriately. Media of learning can be the one effective way to provide an explanation subjects in English, in this case focused on reading comprehension in narrative text, so the students can understand the text

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[4] Grabe, William. 2009. *Reading in a Second Language: Moving from Theory to Practice. New York: Cambridge University Press.*

and can feel a new things in the classroom. The main position media of learning as a tool of teaching in component methodology, as one of the learning environment is set by the teacher. Instructional media used in the context of efforts to improve or enhance the quality of the process of learning which in turn is expected to be effective in students' comprehension in understanding a text.[5]

Media as a learning tool in teaching and learning activities in the form of facilities that can provide visual experience to students in order to encourage motivation to learn, clarify and simplify the complex and abstract concepts become more simple, concrete and easy to understand. Thus the media can serve to enhance absorption and retention of children to learning materials. The learning process is considered effective the delivered material optimally is learning to use the medium of instruction. Communication between teachers and students would be closer if assisted with support in the use of instructional media in teaching and learning.

The purposes is essentially for education, then it should be every teacher give the best provide, creative and innovative in delivering a learning material, in this case by using media of learning. One of the media researchers use to get a comprehension while learners do in

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[5] Asnawir dan Usman, *Media Pembelajaran*, 2002, (Jakarta: Ciputat Pers) p.15

reading Narrative text is Flipchart media. This is the one type of Visual Media to use in students' reading comprehension of Narrative text.

Therefore, it is important to find a solution which can be applied effectively to make reading more interesting in order to improve the students' reading skills. The researcher is interested in carrying out a research used Flipchart to improve the ability students in reading comprehension and can be easier to understand about narrative text. This research aims to see effectiveness of Flipchart to improve reading comprehension of narrative text.

In order to master reading comprehension, a teacher as an educator has to use good media in teaching learning process. In this case, the researcher concern with **"The Effectiveness of Flipchart Media on Students' Reading Comprehension of Narrative Text study at the VIII Grade of MTs Kulliyyatul Al Naasyiin Al Islaamiyyah (KULNI) in Academic Year 2019/2020".**

B. The Statemet of Problems

Based on the background of the study above, the writer formulate the problems as bellow:

a. How is the students' skill in reading comprehension of narrative text at the VIII Grade of MTs KULNI Cikande ?

b. How is the effectiveness of Flipchart media on students' reading comprehension of narrative text at VIII Grade of MTs KULNI Cikande?

C. Objectives of the study

According to the problem above the writer formulated the objectives as bellow:

1. To know the students' skill in reading comprehension of narrative text at the VIII Grade of MTs KULNI Cikande.

2. To know the effectiveness of Flipchart media on students' reading comprehension of narrative text at the VIII Grade of MTs KULNI Cikande.

D. Significance of the research

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research are:

a. For Students

The learning process by using media of learning such as Flipchart, expected to be effective on students' reading comprehension of narrative text, so the students can't feel bored, can attract attention and make students more easily understand in learning process.

b. For Teachers

Gaining knowledge about the advantages media of learning Flipchart, so it can be used as a reference or consideration in the use of media. Teachers are also required to develop a creative media of learning, effective and engaging in learning especially on students' reading comprehension of narrative text.

c. For School

This study will serve as inspiration and reference in order to enhance the quality of teaching, one of them with a Flipchart media on students' reading comprehension of narrative text.

E. Organization of writing

This paper research has five chapters:

The first chapter is introduction, which consist of the background of research, statement of problem, objectives of the study, significance of the research and paper organization.

The second chapter is Theoretical Foundation, this chapter provides the theoretical foundation of teaching Reading Comprehension using media of Flipchart.

The third chapter is methodology of research, which consist of method of research, time and location, population and sample, technique of data collecting, technique of data analysis.

The fourth chapter is finding research, which consist of the description of data, the Analysis of data and the interpretation of data.

The fifth chapter is closing, which consists of conclusion and suggestion.

F. The Hypothesis

To find the answer of the problem, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha): Flipchart is effective on students" reading comprehension of narrative text in MTs KULNI Cikande.

2. Null Hypothesis (Ho): Flipchart is not effective on students" reading comprehension of narrative text in MTs KULNI Cikande.

G. The Previous of the Study

Development of Flipchart Teaching Materials to Improve Student Learning Motivation of VIII grade students of MTs KULNI Cikande By Siti Nahdhiyyatul Ummah Islamic Education Department Faculty of Tarbiyah and Teacher Sciences UIN Sultan Maulana Hasanudin Banten.

The product of the development of Flipchart teaching materials in this study uses the theory of Borg and Gall, where there are 10 stages in its development. The development of teaching materials applied during

this learning is considered successful in increasing student motivation. The result of the Pretest and Posttest.

The writer takes review of related study from the previous writer that pertinent with this research. There are:

1. Nilam Arifani, *"Pengaruh Penggunaan Flipchart sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon. Tahun Ajaran 2014/2015. Semarang. Universitas Negeri Semarang 2015."* From this reasearch stated that the using of flipchart can improve the student's learning interest in grade X IPA Madrasah Aliyah Negeri 1 Cirebon.[6]

2. Uswatun Hasanah. *"Pengaruh Penggunaan Media Flipchart Terhadap hasil Belajar IPS Kelas VIII MTs Negeri Jakarta. UIN Syarif Hidayatullah Fakultas Ilmu Tarbiyah dan Keguruan Jurusan Pendidikan IPS. 2015."* From this research discovered that there is influence after implementing Flipchart in social studies learning, student Grade VIII MTs Negeri Jakarta.[7]

3. Nurul Maunah, *"Upaya Meningkatkan Prestasi Belajar PAI Materi Akhlak Terpuji Melalui Penerapan Media Pembelajaran Reading Guide Pada Siswa Kelas 4 di SD Negeri Baleagung Kec. Grabag*

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[6] Nilam Arifani, *"Pengaruh Penggunaan Flipchart sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon. Tahun Ajaran 2014/2015.*
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Kab.Magelang. Tahun Ajaran 2014/2015. ". This research uses a CAR approach, and the data collection is done by participant observation, structured interviews and documentation. This can be seen from the questionnaire referred to as well as individual assessments conducted by researchers.[8]

The Similarities from Nilam Arifani, and Uswatun Hasanah, are: They use Flipchart for learning media. But, for Nurul Maunah, she uses the Reading Guide model to improve student achievement.

The difference from Nurul Maunah is: They researched in elementary school. Nurul Maunah, emphasizes more on improving achievement. Arifani Nilam, he researched in high school and used flipchart media to tell history.

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[8] Nurul Maunah, *"Upaya Meningkatkan Prestasi Belajar PAI Materi Akhlak Terpuji Melalui Penerapan Media Pembelajaran Reading Guide Pada Siswa Kelas 4 di SD Negeri Baleagung Kec. Grabag Kab.Magelang. Tahun Ajaran 2014/2015."*