CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a tool that used to make communication between people in the world. It is an important for us, not only used to make communication with another, but also to express someone's idea and to give information as well as to feel by oral or written way.

English is one kind of language that often used by all of people in the world. It has known as an international language. In Indonesia, English language is established as the first foreign language to be taught and learned at formal education institution in almost every regional.

However, every language has it own rules and uniqueness, English does too. English language has four basic language skills. They are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand listening and reading involve receiving massage, so they are regarded receptive skills.[1]

Reading is one of language skill that have to be mastered. There are many steps to be master this skill such as; word perception, comprehension, reaction and integration. Those steps can make students master reading skill effectively, because based on those steps the students can understand meaningful text.

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman 1989), p.16

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable strategy. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kind written materials such as newspapers, magazines, novels, academic books and so on. 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 the readers. All those purposes need reading skill enough.

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

Based on Competency Standard (Standar Kompetensi) and Basic Competence (Kompetensi Dasar), the first year student are expected to be able to understand and respond meaningful written text in terms of functional written text and simple short essay in the form descriptive and procedure text interact with people nearest environment.[2] They are many types' text in reading, which are closely related to the purposes of each type. Descriptive text is one of the text types that taught at the first year in Junior High School.

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[2] Depdikbud, *Kurikulum Kurikulum Tingkat Satuan Pendidikan 2006 Isi Standar SD, SMP, SMA* (Jakarta, Depdkbud: 2006), p. 127.

According to Djuhari, he said descriptive text is a text which describe and give more detail information about particular people, thing, place and animal. On the other hand, descriptive text has told description and identification something, someplace or someone. It persuades the reader to imagine the text content.

Based on observation in MTs Yabika Jambe - Tangerang (January, 12th 2017) especially at class VII A, researcher found that the student reading comprehension in descriptive text was poor. It is caused some problem in teaching learning activity. When the teacher asked the students to read and find out the meaning of the text, there are some students who got difficult to get the meaning of the text.

Therefore, the problem of understanding the text in reading can be caused by many factors. One of them is learning strategy in teaching and learning process which is ineffective in the classroom. Generally, the students only read the text but they don't understand its meaning and identification. It is indicated that they don't get information from the text. If they don't understand meaningful the text, they can't answer the question based on the text and can't identify the structure the text well. Index card match it self is the cards which consist of several separate information, and how to use the card, the students must comprehend with the first text, and look for other friend and match card in appropriate information.[3]

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[3]Silberman, M. *Active learning: 101 strategi pembelajaran aktif.*(Yogyakarta: Yappendis, 2006), p.246.

From explanation above, teachers must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. The strategy its self should be adjusted with the condition of the class and the ability of the students. Because every class has its condition, it also will determine the suitable strategy.

Based on the student problem in MTs Yabika Jambe - Tangerang, especially at class VII A the writer will use Index Card Match on students reading comprehension in descriptive text. The writer assumption, the students will enjoy in learning descriptive text by using index card match. Not only that, the writer assumption this strategy its one of the ways to avoid bored and to keep studying. To answer the problem above, the writer will do the research by "***The Effectiveness of Using Index Card Match (ICM) on Students Reading Comprehension on Descriptive Text***". An Experimental Research at the seven grade of MTs Yabika Jambe.

B. The Statement of Problem

Based on the background above, the writer intends to formulate the statement of the problem in the question forms as follow:

1. How is Index Card Match strategy applied on student reading descriptive text?

2. How is the effectiveness of Index Card Match strategy on student reading descriptive text?

C. Objectives of The Research

1. How to apply Index Card Match strategy for students on reading descriptive text.

2. To know the effectiveness of Index Card Match strategy on student reading descriptive text.

D. Assumption and Hypothesis

1. Assumption

The writer assumption the effectiveness of index card match on students' reading comprehension in descriptive text is effective. It makes interaction in the teaching learning process, not only between teacher and student, but also student and other student, because it followed by many aspects, such as: communicative learning action practice. Besides that, teaching with this strategy is interesting for students in learning reading comprehension in descriptive text for students junior high school.

2. Hypothesis

The formulation of hypothesis in this research study can be formulated as follow:

Ha   : There is significant effectiveness of using Index Card Match on student reading comprehension in teaching descriptive text

Ho   : There is no significant effectiveness of using Index Card Match on students reading comprehension in teaching descriptive text.

E. The Organization of Writing

In this study, writer organizes this paper as follow:

The first chapter is introduction which consists of the background, statement of problem, the objectives of study, assumption and hypothesis, the organizing of writing.

The second chapter is theoretical review which consists of Index Card Match (ICM) Strategy, Definition of Index Card Match (ICM) Strategy, The Advantage of the use Index Card Match Strategy, The Step of Index Card Match Strategy, Reading Comprehension, Definition of Reading, Definition of Reading Comprehension, Types of Reading, The Purpose of Reading, The Concept of Descriptive Text, Definition of Descriptive Text, The Purposes of Descriptive Text, Structure of Descriptive Text, Grammatical Features of Descriptive Text.

The third chapter is methodology of research which consists of Research Method, Place and Time of Research, Population and Sample, Population, Sample, Technique of Data Collecting, Test, Observation, Technique of Data Analysis, and Research Procedure.

The fourth chapter is Result and Discussion which consists of the Description of The Data, Analysis of The Data, Interpretation of The Data and Discussion, and the Strength and Weakness of The Research.

The fifth chapter is Conclusion and Suggestion of what have discussed in the previous chapter.