

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is one of the most important language. We know that indonesia is a developing country that needs to study English. Not only the technology, but also education is needed in developing country. In study English we know about the four skills, they are : speaking, reading, writing and listening. One of the skill will discussed in this research is Reading. According to Lewis (1991) reading can be viewed as an act of critical thinking, and reading class will be effective with strategies that improve the students ability to express what they think, read or write. He also adds that reading is important for the students to extend their knowledge. According to Jeffries and Mikulecky (1996:4) in Aprillianto, reading is one of the important ways to improve general language skills in English. They say that reading helps the students learn to think in English, enlarge the students' vocabulary, improve the students' writing, practice the students English if the students live in a non-English – speaking country, prepare the students if they want to study in an English – speaking country, and get experiences.

In line with this view, Richards and Renandya, (2002:288) in Apprilianto suggest that reading activity might also support the process of mastering other skill and improve knowledge while reading; the students usually make other

activities, such as not taking and summarizing to understand what they are reading.

According to Burns et.al (1987:16), Reading is developmental. It is not only a single skill, but also interrelated process of many skills. It means that reading is a complex process that is related with our interpretation while reading the text.

Based on the observation in SMP Plus Al Aziz, the researcher found that the students' reading comprehension is still low. It was showed by their score in reading class. The mean of their reading score was 45 whereas the minimum standard mastery is 65. Another problem found by the researcher was on teacher's method. The teacher only used one method while process teaching and learning. The students only speaks in Bahasa Indonesia in finding the meaning of the text. Because, the teacher using Bahasa Indonesia to teach them.

To solve the problem, the researcher proposed a method namely Direct Method, One of the reasons why the researcher uses direct method as a method is easy to apply in the class and interesting. Direct Method helps the students to indicate the main idea in the text, add new information about the keyword in the text and find the meaning in english.

1.2 Problem of the Research

Based on the background of the study above, the problem of the research is formulated as follows:

How can the use of Direct Method improve Reading Comprehension of the Eighth grade students at SMP Plus Al Aziz in the 2016/2017 academic year?

1.3 Objectives of the Research

The objectives of the research referring to the research problem is to improve the Eighth grade students reading comprehension at SMP Plus Al Aziz in the 2016/2017 academic year.

1.4 Operational Definition of the Terms

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the readers to get mutual understanding and concept studied.

1.4.1 Reading Comprehension

Reading comprehension refers to the ability of the students to comprehend the word meaning, sentences, and paragraph of the text. It covers literal reading comprehension and inferential reading comprehension. Literal reading comprehension refers to the students' ability to find specific in the text. Inferential reading comprehension refers to the students' ability to find the whole information stated in the text.

1.4.1 Direct Method

Direct Method is a teaching strategy that guides students through the process of making predictions about the content that is based on the information that the text has provided them. The teacher asks questions about the text, the students answer them, and then making predictions about the text. As the students move through the text, their predictions are changed and modified according to the new information that is provided from the text.

These activities should be designed to reinforce both the content of the text and the skill the students learn. Activities might include writing activities, further reading, art projects, group mapping activities, etc.

1.5 Significance of the Research

The result of this research is expected to be useful for the English teacher, the students, and the writer.

1.5.1 The English Teacher

The result of this research is expected to be useful for the English teacher as an input and consideration to apply Direct Method in teaching reading.

1.5.2 The Students

The action given to the students are expected to give them learning experience by using Direct Method to improve their reading comprehension. Further, the actions given make the students able to practice applying this strategy in reading instruction.

1.5.3 The Writer

This research gives the writer experiences in doing Direct Method in teaching learning process especially in teaching reading as one of the language skill. Further, it will be useful for the writer in the future as guidelines in teaching learning process.

1.6 Scope of the Research

This research is intended to use of Direct Method in understanding narrative text to improve reading comprehension achievement of the eighth grade students at SMP Plus Al Aziz in the 2016/2017 academic year.