

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents the background, the problem, the object of the research, hypothesis, significance of the research, the scope and limitation of the research. The explanation all of the cases as follow:

### **1.1 Background of the study**

English is becoming an International language that is learned by the students of elementary school up to university. There are some skills in English like speaking, listening, writing, and reading. Listening and reading are characterized as “receptive skills,” and speaking and writing as “productive skills” (Lems, et.al., 2010:5). In education area, English is becoming a foreign language especially in Indonesia. Besides the government puts English as one of the subjects that is examined in national examination.

In MTs Al-Qodiri 1 Jember, there are still many students who do not use English actively or passively because they get difficulties, although, they have been learning English. One of the problems is they get difficulties in understanding or comprehending the text. Kligner et.al (2007:4) give a perception that students are often less interested in reading, their motivation is often low, they prepare minimally. Thus, they have to read actively because by reading, they will get a lot of information.

Reading is a process used in learning to get information in order to improve the student's ability in comprehending the text. In addition, Grellet (1981:7) explained that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. While reading is a very important part of an individual's personal and educational growth, it is the concept of comprehension that may be even more important (McKee, 2012:1). Furthermore, the purpose of reading is to gather meaning from the text. Since it is needed by the students, reading becomes an important skill to be learned by the students.

Reading has important role to help the students in learning English. It has many advantages for the students and becomes important for the students to learn it to improve their skill in order to get new information and pleasure. Johnson (2008:17) says that like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. The trick to reading effectively is reading actively. Brindley (1994:81) adds that to be effective readers it is necessary to be able to relate particular shapes to particular sounds and meanings. The students need not only to be active to read but also techniques to understand and comprehend the text.

Actually the student needs reading strategy in order that they can easily understand and comprehend the text. In reading comprehension, everything rests on the students' ability to understand the ideas in each sentence (Chesla, 2001:43). Whereas Klingner, et.al,(2007:4) say that student with learning disabilities can improve their reading comprehension if teachers, teach strategies that have been documented as effective in promoting reading comprehension, design instruction

that incorporates effective principle of direct and strategy instruction, provide modeling, support, guided instruction, and practice.

In fact, the teachers at MTs Al-Qodiri 1 Jember often use silent way when they teach. In every meeting the English teacher asks the students to read the text, and then they have to answer the questions that are given by the teacher. Consequently, the students feel bored and lazy to read the text. It also becomes one of problems why their reading comprehension is still low. They are still confused when they try to answer the questions although they have read the text and translated it because they do not understand the content.

One of the teaching strategies that can be used for improving reading comprehension is highlighting strategy. Highlighting strategy is used to help students organize what they have read by selecting what is important. Yue, et.al, (2014:1) said that an overall benefit of highlighting occurred, with highlighting being especially beneficial with massed readings of the passages. This strategy teaches students to highlight only the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Reading in colors is a strategy for fostering more active reading and more effective review. The students will be more interested when they use color and give meaning inside the text. Actually, this strategy is good for reading comprehension because the student will be easy to read then understand the content and also give experience to the student during teaching and learning process. Thus, this strategy can improve the students' ability to understand and comprehend the text.

There are some reasons why the researcher is interested to conduct this research. First, the researcher knows that students' ability at MTs Al-Qodiri 1

Jember is still low. Based on the preliminary study that 50% of students had difficulty in reading comprehension ability with the average score was 60 and also the activeness of students was 25%. Second, reading is one of the English skills that need techniques or strategy in order that the student can easily comprehend the text. Third, sometimes some of the students feel bored when their teacher asked them to read the text because they have not understand what actually the text told about although they have read the text.

Based on the arguments above, the researcher is interested to conduct a research studies “Improving the eighth grade students’ reading comprehension achievement by using highlighting strategy at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year

## **1.2 Problem of the Research**

Based on the background above, the researcher formulated the research problem as

1. “How can highlighting strategy improve the eighth grade students’ reading comprehension achievement at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year?”
2. “How can highlighting strategy improve the eighth grade students’ active participation at MTs Al-Qodiri 1 Jember?”

## **1.3 Objectives of the Research**

Based on the problem of the research, the objective of the research formulated as follow:

1. To know how Highlighting strategy can improve the eighth grade students' reading comprehension achievement at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year.
2. To know how Highlighting strategy can improve the eighth grade students' active participation at MTs Al-Qodiri 1 Jember.

#### **1.4 Operational Definition of the Term**

It is very important to give definition of the terms used in this research to avoid misunderstanding or ambiguity of the concepts between the writer and the readers. It is necessary for the researcher to define some terms used in this study. The terms are:

##### **1.4.1 Highlighting Strategy**

This strategies use color pen to select only the key word or unfamiliar words in the text. It used to comprehend the text by giving underlining, sign or color on the words and also giving the meaning inside of the words to make it easier to understand.

Highlighting strategy involves students in four steps. The researcher gave the narrative text to the student, asked them to read the text, after that asked them to find the key word or unfamiliar word and highlight it, and then the teacher discussed with the students together.

##### **1.4.2 Reading Comprehension Achievement**

Reading comprehension is the ability to understand the text that is read in which the reader will get some information and to enrich their knowledge. It refers to the eight grade students' ability in comprehending text test. The reading

skill in the test covered two levels of reading comprehension; they are literal comprehension and inferential comprehension. The test uses objective test.

### **1.5 Significance of the Research**

The study is expected to have practical contribution.

#### **1.5.1 Practical significance**

The result of this research are expected to give some significance to the following people:

##### **1.5.1.1 For the English teacher**

This study can make the teacher knows about weakness and over of highlighting strategy in teaching learning process, gave information to them in teaching reading to comprehend and understand the text in reading comprehension. This present study is full expected to give the English teachers MTs Al-Qodiri 1 Jember clear insight about highlighting strategy that can improve students' reading comprehension.

##### **1.5.1.2 For the students**

The result of the present study can be used as a basis to increase and develop students' knowledge about reading comprehension achievement by applying highlighting strategy as one of the effective ways. This study is expected that students will be more motivated to increase their motivation and interest in learning reading then can improve their English reading skill in comprehending the text.

### **1.5.1.3 For the school**

The result of this research, the school will be speedy to experience alteration or improvement because it can ward off several of students problems in learning, repaired concept mistake. The school will has potentially and professional teacher in managing of class and achieving raising school by observe process repair and the result of students learning.

## **1.6 Scope of the Research**

The scope of this research focuses on highlighting strategy that is used to improve the eighth grade students' reading comprehension at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year. In this thesis the problem is limited to the highlighting strategy and reading comprehension achievement