

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the research, problem of the research, objective of the research, significance of the research, the operational definition, and scope of the research.

1.1 Background of the Research

Being successful in teaching English is a factor that the English teacher should pay attention to, especially in teaching reading. Most of students in junior high school think that reading is difficult skill of English. Even the teacher examines their reading comprehension of the text; many of them do not understand and feel difficult to comprehend the text. It is important to find the solution by every English teacher to make teaching and learning process running well and better. In teaching reading, teacher should have a technique to improve reading comprehension because reading comprehension is important. Reading is probably the most important skill for second language (L2) learners in academic context (Grabe, 1991).

Related to the ideas above, a preliminary study was conducted to know the seventh grade students problem of reading English texts at MTS Zainul Bahar Wringin. By interviewing the seventh grade English teacher at MTS Zainul Bahar Wringin. It was found some problems of teaching and learning process of reading. Based on the teacher explanations, there were some fact that indicated the problem. First, students cannot understand the text well because the lack of vocabulary, need

too long time to understand the text. Second, they do not know how to make a conclusion from the text. Besides, they got difficulty in understanding the sentences, because the students could not find the meaning of the sentences and only understood familiar words. Third, their reading motivation is very low. It could be seen from the students achievement reading score based on the teacher. Only 53% who got score \geq 65. The minimum standard in that school is 65. In the end, the students had difficulties in doing exercise. Those made the reading achievement become low and caused difficulty in teaching learning process.

To solve the problem, it is needed to find applicable model in teaching reading which will assist the student to understand text more easily. Therefore, Learning Experience Approach (LEA) is one of suggested approaches in teaching language especially teaching reading. This approach has helped the students to learn reading for more than 60 years (Millner and grant 2008). Hence, Language Experience Approach can help the teacher to improve students reading comprehension by making a text/story initiate with their own experiences. In addition, LEA has been recognized as a useful approach for English Language Learners (ELLs) by centers for education research and practice (e.g., Birdas, Boyson, Morrison, Peyton, & Runfola, 2003; J. D. Hill & Flynn, 2004; and Reed & Railsback, 2003). This method is suitable for teaching and learning process especially teaching reading because the students can express their own idea based on their experiences. It is easier for them to understand the text because the content of the text is from them.

Previous research done by Angela Coyne (2009) about the use of LEA in language learning in which she used experimental research showed that after the

students get a treatment using LEA, the student showed an improvement in language development. One of the language developments was seen from their ability to narrate a story, willingness to speak and listen and make a presentation in front of the class. So, this research suggests that significant gains can be made in the areas of oral language, reading and writing when the child is provided with the relevant and appropriate opportunities to develop these abilities. Hence, the implementation of LEA can significantly assist a child's language development (Coyne, 2009). It proves that Language Experience Approach gives the contribution achievement to the students reading comprehension.

Based on the statement above writer will conduct the Classroom action research with the title "Improving students' reading comprehension through Language Experience Approach at MTS ZainulBaharWringin in the 2018/2019 academic year to find out how Language Experience Approach improve students reading comprehension.

1.2 Problem of the Research

Based on the background above, the problem of the research is formulated below: How can the use of Language Experience Approach improve the seventh grade students' reading comprehension at MTS ZainulBaharWringin in the 2018/2019 academic year?

1.3 Objective of the Research

Based on the problem of the research the objective of the research is to improve reading comprehension by implementing Language Experience Approach at MTS ZainulBaharin the 2018/2019 academic year.

1.4 The Operational Definition of the Term

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and reader. Operational definition of the terms is the guidelines to notice the concept of the research problem. The terms that are necessary to be defined operationally are reading comprehension and Language experience Approach.

1.4.1 Reading Comprehension

Reading comprehension is process to understand or comprehend the meaning well from the text. The terms of the students' reading comprehension in this research that student which should be achieved covers word, sentence, paragraph, and text comprehension.

There are many types of reading; one of those is reading comprehension. There are many designs of reading comprehension assessment as indicated in items to develop and use battery of reading comprehension, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text. Aside from simply testing the ultimate achievement of comprehension of written text, it may be important in some context to assess one or more of storehouse of reading strategies. The score of reading

can be done through the reading rubrics that consist of fluency, accuracy, pronunciation and intonation.

1.4.2 Language Experience Approach

Language Experience Approach is a method to teach reading in which students tell their own experience to the teacher, teachers write and then students re-read.

1.5 Significance of the Research

Practical Significance

The result of this research will be beneficial for:

a. The writer

This study will be useful to increase the writer's knowledge and experience in the implementation of Language Experience Approach to improve reading comprehension.

b. The English teacher

This study will be able to provide the specific procedures of how to improve reading comprehension. So, the teacher can use the research as a reference or at least a small guidance in implementing Language Experience Approach to improve reading comprehension.

c. The students

This study hopefully helps the students to improve their reading comprehension

1.6 Scope of the Research

Regarding the background of the study, the writer will focus on investigation about improving the seventh grade students' reading comprehension by using Language Experience Approach.

