

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, problem of the research, purpose of the research, objective of the research, significance of the research, operational definition, and scope of the research.

1.1 Background of the Research

Reading is an important skill in learning English because it can help the students to get information such as general knowledge, subject of the school. From reading we can improve the vocabulary, the writing and speaking skill, and find out the new ideas, facts and experiences. Grabe (in Celce-Murcia, 2001) argues reading is probably the most important skill for second language (L2) learners in academic contexts. So, reading is important skill for second language to improve another skill in English.

Pang (2003, p.6) stated that reading is about understanding written texts. Reading consists of two related processes, namely word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge experience with text and other strategies to help them understand written text.

In Junior High School, the purpose of reading of seventh grade is to make the students understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, and culture related to the phenomena and events that appear to the eye. This purpose based on the indicator of syllabus

in curriculum 2013 of English in seventh grade of Junior High School students. One of indicator is the students understand the ways and facts needed to describe the social environment and objects of the surrounding cultural arts (generic structure or language feature descriptive text). It is based on the Basic Competence point 3.7 in 2013 curriculum.

Shokri (2017) stated that reading is the act of constructing meaning while transacting with the text. On the other hand, reading for comprehension is not easy to the student. There are many students have difficulties when they get task related to the reading material it because reading comprehension in Indonesia is still low. That statement evidenced by the data obtained from Progress in International Reading Literacy Study (PIRLS) test shows that reading comprehension in Indonesia ranked 45 from 48 participating countries with a score of 428 from an average score of 500. From that data, we know that reading comprehension in Indonesia still low.

Students in Indonesia still have low text comprehension. Their problems appear in reading because of several factors which comes from the students the first is related to the student's vocabulary mastery. It support by Brashdi (2006) stated that the one of the students problem in reading comprehension is the lack of vocabulary. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about they have very limited technique and strategies in reading. The third is student's interest. This factor is closely related to the student's motivation. When the reading activity cannot catch the student's interest, they may have low motivation to go through the reading process. In this case we as a teacher we need to know what to teach clearly, the

learner's level and their characters, what method and techniques and what teaching aids to be used.

Because it is important to make students interested in reading, it is necessary for teachers to implement varied teaching techniques. One of the techniques which teachers can add to their teaching routines is Engage, Study, and Activate (ESA). Some reasons underlying why ESA sequence delivered is capable to improve students reading comprehension are that, ESA sequence is relevant to teach any skills (Harmer, 1998), ESA can be fit into any teaching and learning activity, and ESA need creativity and innovation from teacher so it can stimulate teacher to keep being creative and innovative.

Based on the explanation above, ESA is chosen as a treatment to be experimented to enhance reading comprehension of junior high school students.

1.2 Problem of the Research

Is there any significance difference in students reading comprehension of the seventh grade at MTs Arkanul Islam, Situbondo in 2018/2019 academic year between those who are taught by using Engage, Study and Activate (ESA) and who are taught by using discussion method?

1.3 Purpose of the Research

This purpose of the research is to know whether there is a significance difference in students reading comprehension of the seventh grade at MTs Arkanul Islam, Situbondo in 2018/2019 academic year between those who are taught by using Engage, Study and Activate (ESA) and those who are taught by using discussion method.

1.4 Operational Definition

An operational definition of the research will become a guide to understand the concept of this study and it is important to avoid the board interpretation of the terms used between the writer and the readers. The terms that are necessary to be defined operationally are as follow:

1.4.1 ESA (Engage, Study, and Activate)

ESA stands for engage, study, and activate. These are called the elements or the stages of teaching. ESA comes from Jeremy Harmer idea. E is engage, this is the point in teaching sequence where teacher tries to arouse the students' interest like their emotion. S is study. Study activities are those where the students are asked to focus in on language (information) and how it is constructed. A is activate. In activate describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

1.4.2 Discussion Method

Discussion method provides opportunity for discussion between teacher and students, and students to students. It is a strategy centers on shared conversations, discussions and exchange of ideas in the class. This research uses discussion method in the control group.

1.4.3 Reading Comprehension

Reading comprehension is the process of understanding the meaning from the text. Reading comprehension in this research is the students' comprehend to the descriptive text. The students' reading comprehension will be in the form of score by doing assignment.

In this research the student will be do some assignment design, those are: multiple choice and short-answer task. In multiple choices test will order the students to choose one of the correct answer. In short-answer test will order the students to answer the question by doing make a sentence or two sentences. The points that will be tested to the students in descriptive text are students will be asked to analyze the main ideas from the text, the purpose of the text, test student vocabularies, and order to the student to make a conclusion about the text.

1.5 Significance of the Research

The results of this research are expected to give some significance to other reader. The significances are as written bellow:

1.5.1 Theoretical significance

Based on the problem of the research, the theoretical significance of the research is to provide some information about the teaching and learning performance by using Engage, Study, and Activate (ESA) for enhancing students' reading comprehension.

1.5.2 Practical Significance

It can contribute information to practical knowledge of enhance students reading comprehension using Engage, Study, and Activate (ESA)

1.6 Scope of the Research

Scope of this research was stated that this research is concern the effect of using ESA (Engage, Study, and Activate) to enhancing students reading comprehension. This research limited to the VII grade students of MTs Arkanul Islam, Situbondo in the 2018/2019 academic year.