CHAPTER I

INTRODUCTION

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

I.1 Background of the Research

English was one of international language in the world. Many countries in the world used English as a second language. Language was a means of communication for human beings. It used by many people to communicated with other people from different country that have the different language. As social creatures, human beings often interact with each other, as like in home, school, public places, or wherever they lived. Therefore, English as foreign language should be studied by students in the school.

Reading was one of the required skill that should be developed in learning English. According to Stuart and Stainthorp (2016:23), reading was the activity of human being that have complex difficulty and it was difficult to comprehend. Willis (2008:126) notes that read the difficult word of text can interfere the process of comprehension. For example to comprehend a story, the readers have to understand a sentence layer by layer. And if they found difficult words, they have to opened a dictionary to understand the meaning of the word.

Reading without comprehension was nothing. Readers or students should understand the meaning of the text or passage that they read to knew what the

purpose which author wrote in that text. According to van Dijk and Kintsch (1983 in Gilakjani and Souburi 2016 : 230) reading comprehension was a process to create the meaning of text which has purpose to understanding the content of whole text.

In fact, in the classroom there were some students who passive in english class because they did not know the language. And most of students feels difficult when they tried to understand the meaning of the text. Therefore, as a teacher we must had a good strategy to teach English, especially in teaching reading comprehension.

Without any strategy, teaching reading will be bored for students. Or maybe it made students feels sleepy. In this case, the teacher has to used appropriate, fun, and effective strategy in teaching and learning reading. One of the strategy that can be used in teaching and learning reading was close reading strategy.

According to Saccomano and College (2014) close reading was a strategy that can be used in reading the difficult text or paragraph. This strategy was needed by a teacher to guide the students to comprehend a text. So, they can understand well what they had read. With this strategy the students will be an active reader who focus to finding out the meaning of difficult words.

In close reading strategy, students can found the purpose of what they read and why they have to understand the text. Because in this strategy students have to understand the text deeply. And also, they can made some question for themselves "what is the meaning of this quote? How is the event happening?." From this questions they will get a deeper meaning and understanding.

The previous research conduct by Caitlin (2013 : 57), she said that close reading strategy can increase students' reading comprehension and help them guide their thinking and will deepen intepretation and understanding. Other researcher, Kimberly (2016 : 28 – 29), said that close reading also affect students confidence and they can answered the questions quickly. As the writer experience when the writer was searching some references about close reading strategy, there was no researcher in Indonesia who do this research. Therefore, the researcher is interested to do this research. The writer hopes that this study can gave contribution for the process of English language teaching and learning. So, the writer choosed the tenth grade at SMAN 1 Kapongan as a research subject.

To knew the effect of close reading strategy on students' reading comprehension ability, the researcher conducted an experimental research with the title "The Effect of Close Reading Strategy on Students' Reading Comprehension Ability at SMAN 1 Kapongan in the Academic Year 2018/2019".

I.2 Problem of the Research

The problem in this research was formulated as follows: was there significant effect of close reading strategy on reading comprehension ability of tenth grade students' at SMAN 1 Kapongan in the 2017/2018 academic years.

I.3 Purpose of the Research

Related to the problem of the research above, the object of the research was to investigated whether there is or not the significant effect of close reading strategy on students' reading comprehension ability at SMAN 1 Kapongan in the 2017/2018 academic years.

1.4 The Operational Definition

1) Close Reading

Close reading was a teaching strategy that focuses on finding key ideas, craft and structure, integration of knowledge and idea. To findind the key ideas teacher asked students to focus on the key ideas and details in the text. After that teacher discuss the text with a partner or small groups, focusing on author's craft and organizational patterns and the last, teacher was asking students to analyze information of the text such as key ideas and generic structures.

2) Reading Comprehension

Reading comprehension was an attempt to understand the message of narrative text, so the reader knows the meaning of paragraph.

1.5 Signifiance of the Research

The result of this research can provide useful information for English teachers, students, and other researchers.

a. Teacher

The result of this research was useful for English teacher at SMAN 1 Kapongan to get information about teaching reading by close reading.

b. Students

The result of this research gave learning experience the students to apply close reading in reading class.

c. Other Researchers

      For further researchers who were interested in teaching reading at SMAN 1 Kapongan can get the basic information from this study to do the further research.

1.6 Scope and Limitation of the Research

      The scope of the research was limited on investigating the effect of using close reading strategy on reading comprehension ability on the students of SMAN 1 Kapongan in the 2017/2018 academic years.