

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with an introduction as the beginning of the research, which includes the background of the study, identification of the problems, limitation of the problems, purpose of the research, operational definitions, significant of the research, and scope of the research.

### **1.1 Background of the Research**

Reading is one of the four main skills that students need to master in order to make themselves successful in learning a language. This is the basic skill that students learn after they can speak. In reading activity, we are not only reading the text but also trying to understand what we are reading. Besides, reading ability seems to be important to be acquired by everyone, it can be happen during the school time, or even in any language class (Suhana and Haryudin, 2017:58). Reading enables people to find out information from a variety of texts, written or printed information from news papers, magazines, advertisements, and brochures. Therefore, reading is an activity to get the information from a text, and improve the competence and comprehend the text.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow in Kasdi and Auzar, 2016:180). It seems that reading is essentially an active

process. Teachers may assume that students will learn to comprehend the text merely by reading. Teaching students to comprehend is challenging, because reading is complex. Reading is not only needed as the way to communicate by using the text, but it is also used in the examination in the school. Many English teachers are not aware that the questions about reading are the most appropriate in the examination.

Moreover, comprehension skills are strategies which the readers use to retrieve information and construct meaning from a particular text such as the thinking processes which the students have to understand the content, broken down into steps that are used to comprehend, those must be taught explicitly. Reading comprehension is the process of understanding and constructing meaning from a piece of text. According to Olson and Diller (in Rahmat, 2017:22) "Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material". Furthermore, Setiyaningsih (2013:3) states that reading comprehension is the ability to gain information from the texts for the purpose to know the whole information deeply. Thus, by comprehending the text well the students can get new information. In other words, they learn new knowledge.

Based on a preliminary observation in MA Al-Qodiri Jember on April 28<sup>th</sup>, 2018 it was found that the students had some problems in reading comprehension especially when they learn a foreign language. First, the students tended to be passive when they read the text. Sometimes, they got difficulty on how to analyze the text and state the important information. Second, the students have to spend so much time to understand the text. Some of them did not understand the meaning of the text

unless they open their dictionary. Third, the students' motivation was very low in learning English. English class seems terrifying for them this might be caused by the teachers that used a conventional strategy like lecturing method who just asked the students to read then answer the question where the students only work based on instructions provides by the teacher without any creativity and activity. It makes them feel bored and got difficulty in understanding the text whereas using an effective strategy can build their passion in learning English especially in reading.

It should be thought and found which strategy is appropriate to solve the students' difficulty in reading comprehension. There are some strategies which can improve students' reading comprehension, but not all the strategies are appropriate for the students' need. One of the strategies that 5E (engagement, exploration, explanation, elaboration, and evaluation) learning cycle model, this learning cycle model may be appropriate and can improve their motivation in reading comprehension and easy to understand the meaning of the text.

Learning Cycle is a teaching model which focuses on the learners. The learning cycle model is organized in several phases where there are competencies to be achieved in learning with an active role. "The learning cycle model is an active teaching approach primarily based upon Piaget's cognitive development theory and constructivism" (Ulaş et al., 2012:392). This learning cycle model is suitable for teaching learning process especially in teaching English. It is supported by Agustyaningrum (2011:381) who found that learning cycle model is an appropriate model in teaching and learning in which it is a process in building the students' concept and knowledge according to constructivism. The learning cycle is a way to

structure inquiry and occurs in several sequential phases which usually called as 5E which consists of engagement, exploration, explanation, elaboration, and evaluation.

The purpose of this 5E learning cycle model is to make the students active and interested in the class especially in learning English. It is expected through learning cycle model the students become motivated in developing their ideas and thoughts in understanding every content of the text. According to Akcay (2013:49) “The activities in learning cycle model are able to improve the students active and creativity by giving them opportunities to develop their idea”. It means, the 5E learning cycle model is called as students-centered where the teacher give opportunity to the students to improve their creativity and knowledge in the group. In addition, they can read the text critically and creatively from which they will arise some questions and also they can answer its according to their concepts and the elaboration with their groups.

Based on the explanation above, the implementation of 5E learning cycle model can help the students to comprehend the text, explain, and interpret the meaning of the text they read, especially in monologue text “narrative text” which become the material of the research. Besides, the learning cycle model will also give motivation for them, so that the students can be interested in the teaching and learning process, because through this learning cycle model the teachers give the opportunity to the students to form the concept on their own then solve the problems which the help of their learning experiences (Ulaş et al., 2012:392).

## 1.2 Problem of the Research

Based on the research background above, this study identify the question of the promblems which is formulated as follow:

- How can the use of 5E learning cycle model improve the students' reading comprehension?
- How can the use of 5E learning cycle model improve the students' participation in teaching and learning process?

## 1.3 Objective of the Research

Based on the research background, the objective of this research is to know how the use of 5E learning cycle model can improve the students' reading comprehension and participation of tenth grade at MA Al-Qodiri Jember in academic year 2017/2018.

## 1.4 Operational Definition of the Research

An operational definition will become a guide to understand the concept of this study. Besides, it is important to avoid the broad interpretation of the terms used in the title between the writer and the readers. The terms are necessary to be defined operationally as follows:

### 1. Reading Comprehension

Reading can be considered one of the basic ways of acquiring information in academic settings. It may be assumed that the person who is not able to read well will face serious trouble, especially regarding the educational terms. Reading is a process

to understand a written text which means extracting the acquired information from it as efficiently as possible.

Reading comprehension is the activity in understanding the text which has been read. It is an active thinking process that depends not only on comprehension skill but also on the students experience and prior knowledge. Students who have a good comprehension skills is considered as active readers, with the ability to interact with the words by understanding its complete meaning and the concept behind it. Thus, reading comprehension skill distinguishes an active reader from a passive reader who just read the text without getting its meaning (Ramadhani and Harputra, 2016:2).

## 2. The 5E Learning Cycle Model

5E is the learning cycle model which focuses on the learners, 5E helps students to solve their problem in reading comprehension in five phases, namely engagement, exploration, explanation, elaboration, and evaluation. With those 5 phases the students can enjoy their reading activity and easily to get the understanding of the text.

### 1.5 Significance of the Research

It is expected that the results of this research can be beneficial as follows:

Practically:

- a) For the teacher, hopefully this study motivates and give contribution to the English teachers in teaching reading comprehension through 5E Learning Cycle model.

- b) For the students, it is expected that this study gives an inspiration in learning process to improve their ability on reading comprehension.
- c) For future researchers, the result of this reserach can be used as information or input by future researchers who want to conduct other classroom action research in improving other skills or components.

### **1.6 Scope of the Research**

In relation to the study, the objective of the study is only focused on improving students' reading comprehension and participation by using 5E learning cycle model. The research is conducted at the tenth grade of senior high school and only uses one class as a subject of the research. This study is limited only to investigate whether the application of 5E Learning Cycle model can significantly improve the students' reading comprehension ability especially in monologue text which is narrative text in the terms of understanding words and sentences, interpretation, and getting main idea of the paragraph.