

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research question, objective of the study, hypothesis, significance of the study, scope, and limitation of the study and definition of key terms.

1.1 Background of the Study

According to BSNP (2006), almost everyone knows the importance of language in daily life, but not everyone realizes how important English in life is by having the ability of English or another foreign language, a person can access information directly from the source more easily. It is a good habit for the community to know something directly from the source so that misunderstandings can be avoided. Thus English functions as not only a source of information but is also a communication tool that needs to be known and accepted by everyone in almost the entire worlds. As one of the International languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills.

According to Harmer (1998: 68) as cited by Ilmiah & Mustakim (2013) stated that reading is useful for other purposes; any exposure to English provided students understand it more or less is a good thing for language students. Through reading, people can improve their knowledge which ensures continuing personal growth and adapts the change in the word. Harmer argues cited by Ilmiah & Mustakim (2013) that many the students want to be able to read the text in English either for their careers or study purposes simply for pleasure. Reading is a skill that can be obtained and developed throughout life. However, many poor readers develop negative attitudes toward reading and may avoid opportunities where reading is required.

Furthermore, as the researcher observed in some schools, it was found that there are some problems faced by the students in learning reading. First, some students did not have much vocabulary in their background knowledge. Thus, most of them got difficulties getting the idea and understand what the text is about. Second, some students did not understand the generic structure of the text clearly so, this makes the students unable to grasp the plot of the text. The third problem came from the strategy which is used by teachers. The teacher still paid less attention to the process of students reading comprehension.

Moreover, according to Brown (2000) explored the potential of reading strategy instruction in raising the learner readers awareness of reading

strategies, in extending the range of strategies they employed and in encouraging learners to monitor and reflect upon their reading. Reading comprehension strategy is a way of accessing the meaning of texts, which are employed flexibly and selectively in the course of reading. Reading strategies are often divided into three stages pre-reading, whilst- reading, and post-reading.

To be able to read the texts, students should have their strategies. The process of reading is not a mere instant process that occurs without any strategy and sequence. So, the researcher chooses reading strategy that is before reading or can be called previewing in reading. Pre reading has three strategies namely: Story Mapping, PQRSST, and TELLS. TELLS is chosen because some studies rarely use this strategy which makes the researcher interested in the material taught and can bring up new ways of teaching reading comprehension.

Several studies have been conducted by several researchers related to TELLS strategy in reading comprehension. One of the studies was conducted by Arbatelya (2014) on her study about The Effect of Using TELLS Strategy on Students' Reading Comprehension on Narrative Text at the Second Year of SMAN 2 Bangkinang. Her research's used experiment and control classes to treat the students using TELLS strategy.

Another research was selected from Ilmiah & Mustakim (2013) on them research about Improving The Students' Reading Comprehension Through "Tells" Strategy At The First Year Students of SMA

Muhammadiyah 9 Perumnas Makassar. The differences between Ilmiah & Mustakim's researches with this research are on the setting, participant, variable, and the object of the study. Besides, the difference in Arbatelya's research with this research is on the methodology, Arbatelya's research used quasi-experimental research. The result showed there was the effect of using TELLs strategy toward students' reading comprehension.

By applying strategies in reading, the teacher and students are expected to be more organized in understanding a text. However, this research focuses only on some strategies which are in line to the students' reading problems in identifying the purpose of reading, guessing meaning from context, analyzing vocabulary, using existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading. For this reason, the researcher wants to examine **The Effect of Using TELLs on Students Reading Comprehension at MTsN 2 Kediri**. This research involves a student's activity in the teaching-learning process.

1.2 Research Question

Based on the background of the study, the research on the question can be formulated as following "Is there any significant difference on students reading comprehension between those students who are taught by using TELLs strategy and those students who are taught by using Scientific method?"

1.3 Objective of the Study

Based on the problem of the study above, the main objective of this study is the researcher's attempt to find out the significant difference on students reading comprehension between those students who are taught by using TELLs strategy and those students who are taught by using Scientific method.

1.4 Hypothesis

Based on the research the writer develops the hypothesis to make the purpose of this study clear. The hypotheses are:

1.4.1 Null Hypothesis (Ho) = There is no significant difference on students' reading comprehension between those students who are taught by using TELLs strategy and those students who are taught by using Scientific method

1.4.2. The alternative hypothesis (Hi) = There is significant difference on students' reading comprehension between those students who are taught by using TELLs strategy and those students who are taught by using Scientific method.

1.5 The Scope and Limitation of the study

To make this study more effective, the researcher makes the scope and limitation of this study. The scope of this study is reading comprehension using TELLs on Descriptive text. To simplify the study, the writer limits the research on the effects of using TELLs Strategy in Teaching Reading Comprehension. The limitation of this study is the seventh grade of MTsN 2

Kediri with two classes; class VII-J as experimental group and VII-K as control group. The researcher chooses this school because is accessible from the researcher's house and the topic is Descriptive because linear with the material. Also, the researcher has not many times when applying her research because she does not teachers in MTsN 2 Kediri.

1.6 Significance of the Study

The result of this study is expected to be useful for the teachers and students to give an alternative way to overcome their problems in the teaching-learning process, especially in reading skills.

1.6.1 For teachers, the result of this study can be used to help to teach reading comprehension. So, students can be easier to understand.

1.6.2 For students, it can also be used as the reference one of the learning strategies. Because it will give them a lot of new experiences so that they will be more interested and enjoy learning English.

1.7 Definition of Key Terms

To avoid misunderstanding and misinterpretation about the topic of the research, the writer must define the following terms:

1.7.1 Reading Comprehension

Reading comprehension refers to reading for meaning understanding and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words (Nunan, 2005). This research refers to the student's comprehension of descriptive text.

1.7.2 TELLS

Based on Idol Maestas cited by Ilmiah & Mustakim (2013). TELLS is a previewing procedure designed to improve comprehension. The procedure for teaching TELLS strategy as follows: The first step is the students study the story (T) Titles. The next step is the students (E) Examine and skim pages for clues. Next, the students (L) Look for important words. After that, the students (L) Look for difficult words. The last think about the story (S) settings.