

# CHAPTER I

## INTRODUCTION

This chapter discusses background of the study, the problem of the study, the objective of study, the significance of study, hypothesis, scope and limitation and the definition of key terms.

### **A. Background of Study**

Reading is one of the four basic skills to master in learning English that is speaking, listening, reading and writing. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>1</sup>. Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of their message (Harmer, 1991:190)<sup>2</sup>. So, it is important to make easy learning reading because by reading we can easier to get knowledge and information.

There are many problems faced by teacher in teaching reading process, especially in choosing strategy. Without suitable strategy, teaching of reading process will not successful as we want. A special strategy must be created, provided and applied to teach them in order that they can improve their reading skill especially in reading class. Strategies are the tools for active, self directed

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<sup>1</sup>David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill Companies, 2003), 68.

<sup>2</sup>Jeremy Harmer, *The Practice Of English Language teaching*, (New york: Long Man, 1991), 190.

involvement that is necessary for developing communicative ability. It is work hard for the teacher. Teacher must have good and quality strategy to make the student easier to understand the material. Good strategy makes student into the best condition in learning English and they can improve their reading skill. There are so many kind of learning strategies and method to teach English that can be done by teacher to make student interested in teaching reading. One of strategy in teaching reading by using *Everyone is a Teacher Here*.

*Everyone is a Teacher Here* is strategy active learning that holds each student to accountable for learning the material. This strategies suitable to get class participation for group or individual<sup>3</sup>. This strategy gives a chance for student to play as a teacher for their friend. Through this strategy student will active to follow the teaching and learning process. This method can be used to increase the process of study and can be adapted for the target which wish to be reached by study at various subject, such as ability tell opinion, ability to analyse the problem, ability to write down the opinions, ability to make a conclude, and others. This strategy use a card or paper and ask to make a question based on the material that have learned. And then by random give the paper to the student ask the student to read the question and thing the answer. After that ask the student to give their answer and their friends give addition or give a comment. This strategy give a chance the student to play as a teacher for their friends.

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<sup>3</sup> Mel Silberman, *Active Learning: strategi pembelajaran aktif*, (Yogyakarta: pustaka insan madani, 2002), 171.

However, there is no significant evidence that *Everyone is Teacher Here* can improve english language skill especially in reading. Based on the explanation above, this study conducted to investigate the effectiveness of *Everyone is a Teacher Here* in improving students' reading skill, under the title "**THE EFFECTIVENESS OF USING *EVERYONE IS A TEACHER HERE* TO IMPROVE THE SECOND GRADE STUDENTS' READING SKILL OF MTS SUNAN AMPEL KEPUNG KEDIRI**".

## **B. The Problem of the Study**

Based on the background above this study concern the following problem “Is using *Everyone is a Teacher Here* effective to improve the second grade students’ reading skill of MTS Sunan Ampel Kepung Kediri?”

## **C. The objective of study**

Based on the problem above, the general purpose of this study is to know whether *Everyone is a Teacher Here* is effective to improve reading skill at second grade student of MTS Sunan Ampel Kepung Kediri.

## **D. Hypothesis**

Based on the objective of the study, this research wants to know whether *Everyone is a Teacher Here* is effective to improve students’ reading skill at second grade student of MTS Sunan Ampel Kepung Kediri. Then, the researcher builds the Hypothesis to make the purpose of this study clear.

$H_1$  = *Everyone is a Teacher Here*, is effective to improve reading skill at second grade student of MTS Sunan Ampel Kepung Kediri.

$H_0$  = *Everyone is a Teacher Here*, is not effective to improve reading skill at second grade student of MTS Sunan Ampel Kepung Kediri.

## **E. The Significance of the Study**

The results of the study are expected to be useful for the development of English achievement. It means if we know that teaching using *Everyone is a*

*Teacher Here* as teaching strategy have positive effect for the student, we can use this strategy to student's reading improvement. From the previous statement, practically, this study is expected to give contribution to:

1. Teacher

Teachers have ability to select good strategy to teach reading, especially to teach during the teaching and learning process.

2. Student

This research will make the student more active and have high motivation in expressing and comprehending the target language.

3. Future research reference

It is hoped that this research can be used as a reference to the next research and the similiar research.

## **F. Scope and limitation**

The using of material is adjusted on the curriculum on the second semester. It contains narrative. So, here the researcher uses genre *Narrative Text*. The researcher limited the research on the use of *Everyone is a Teacher Here* as teaching strategy to improve students' reading skill at the experimental group. And the subject of the study is the student at the second grade of MTS Sunan Ampel Kepung Kediri.

## **G. The Definition of Key Term**

### 1. Effectiveness

There is positive value on a student's reading skill.

### 2. Everyone is a Teacher Here

This is active learning strategy to get participation for all student to learning the material. This strategy gives change to student for plays are teacher for their friends. This method can be used to increase the process of study and can be adapted for the target which wish to be reached by study at various subject, such as ability tell opinion, ability to analyse the problem, ability to write down the opinions, ability to make a conclude, and others.

### 3. Reading skill

The students' ability reads a text to find and know the information of the passage in the text well and expertly. The researcher prepares the reading text based on the topic of the study. It is taken from newspaper and other sources that support.