

CHAPTER 1

INTRODUCTION

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

A. **The Background of the Study**

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. Reading skill becomes very important in the education field. Students need to be exercised and trained in order to have a good reading skill. There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purpose or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lesson¹.

¹ Jeremy harmer, *How To Teach English New edition* (Oxford, Ocelot Publishing 2007), 99.

Reading is one of the important skills besides listening, speaking and writing. By reading we will get more knowledge and we will know what we do not know before as Allah said in Holy Qur'an "Al-Alaq 1-5":

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَكْرَمًا ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Reading skill focuses on understanding of the text.² Without being able to read well, the opportunity to get job will be lost. Teachers, librarians and parents face an enormous challenge in trying to create a reading habit.³ In other words, the students should be mastering English since now to enlighten their future. Many problems they were faced. Firstly, the students feel bored in English class because the teaching learning process is monotone. Secondly, they are bored if they have to read long paragraph or story without something that make them interested. The last problem is that their reading skill is low, it is influenced by learning process that monotone and the media is less.

To improve the student's motivation in learning, the teacher must use interesting teaching strategy. If the teacher can make the condition that stimulate the students to learn, it will make easier for them to receive the material, so the goal of the teaching will be achieved. Teaching media is a concrete thing that can be used by teacher to convey the material, for example picture, video, tape recorder, computer, internet etc. Media can be used as

²Djiwandono, Soenardi M. "Tes Bahasa Dalam Pengajaran". (Bandung: ITB Bandung, 1996), 63

³ <http://www.ifla.org/annual-conference/ifla75/index.html>.

visual aids concrete experiences to the students, so the teacher's explanation will not be abstract. It can also be used as communication tools to connect the students with the material, so they can receive the material easier.⁴ The researcher chooses reading card media on this study to solve the problem and to improve students reading skill. Since reading card has interesting pictures and simple story.⁵

Based on the problem above, the researcher wants to investigate the influence of reading card in improving students' reading skill, so that the researcher chooses the title of the research "**The Use of *Reading Card* to improve the reading skill of the first grade of MAN Kandat Kediri.**"

B. The Statement of the Problem

Based on the background, it is necessary to do a study on the process of teaching reading to improve students' reading skill at X MAN Kandat Kediri.

The research questions of the study are:

1. How is the implementation of *Reading Card* to teach reading?
2. Can the use of *Reading Card* improve the reading skill of the first grade students of MAN Kandat Kediri?

⁴Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT RajaGrafindo Persada, 2003), 6.

⁵Robin Farnsworth, (<https://www.pinterest.com/robin79/reading-strategies>), accessed on 3rd of November 2013.

C. The Objective of the study

Based on the research problems, there are objectives of study:

1. To describe the implementation of *Reading Card* to teach reading to improve students' reading skill.
2. To describe whether the method can improve reading skill of the first grade students of MAN Kandat Kediri.

D. The Research Significances

The research "The use of *Reading Card* to improve the Reading skill of the first grade of MAN Kandat Kediri" is an alternative way to face some problems in teaching learning process especially in reading. Hopefully this research can have many advantages for the students, the teacher and the reader.

1. The students

For the students, the researcher hopes that this research will help them in learning English especially reading, so that the students will be more competence in English. By using this research the students can raise the great score or achievement in reading.

2. The teacher

The result of research will give contribution to the teacher to create an English class that is fun and interesting.

3. The reader

By reading this research, the reader will not find any difficulties in learning and teaching reading especially to use this method.

E. The Scope and Limitation of the Study

The scope of this study deals with the application of use reading card in teaching reading to solve the problems that are students faced. The limitation of this study focuses on students' problems in reading skill on English class X MAN Kandat Kediri.

F. The Definition of Key Terms

- Reading card is a text which is on the card and containing some pictures that are related with the content in order to make the students' not bored to read.
- Reading is a fluent process of reader combining information from the text and their own background knowledge to build meaning.⁶

⁶ David Nunan, *Practical English language teaching* (New York: mc Grow-Hill, 2003), 68.