CHAPTER I

INTRODUCTION

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

1.1 Background Of The Research

Reading is the window of the world, by reading people can know anything about new knowledge and information. Generally, people get reading from magazine, newspaper, textbook, online article, and etc. Spartt, Pulverness, and William (2001) stated, Reading is an activity in which readers respond to end make a sense of a text being read connected to their prior knowledge. In addition, reading is useful for language acquisition; the more the students read, the better they get at it (Harmer, 2007). Reading is the most important of all skills for most language learners in general and for EFL learners in particular (Inderawati, Agusta & Sitinjak, 2018).

Reading is one of skills in English lesson which to be mastered by the students Senior High School in Indonesia based on the Standard of Competence (*Standar Kompetensi / SK*) and Basic Competence (*Kompetensi Dasar / KD*) as written in syllabus of the 2013 curriculum (K13). Narrative text is one of the text genres that must be learned by tenth-grade students in Indonesia. In the syllabus of the 2013 curriculum for senior high school, they get an education about the narrative text in the second semester. R. K. Sadler and T. A. S. Hayllar stated that

Narrative is telling a story, it sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling.

At the time, when student read a narrative text, they would try to undestand the material or what the text about. Hence, reading narrative text must to do for students, but it not easy, especially for the students who reads narrative text in foreign language. When the students does not know its means that the students just do read and calling the words. The students also have some weakness in read the text, like hard to understand the text, and reluctant to read all the text when the story too long. If the students want to be succesful reading any text, especially reading narrative text, the students must know the meaning of the material, because the main point of reading process is understand the meaning by comprehend it.

Furthermore, there are always exists several problems in process teaching and learning reading narrative text. First, problems from the students such as, students think reading is boring activity, the student got difficulties to understand the text and, they not concentrate during learning. Second, problems from teacher such as, the teacher unused interest method, the teacher also unused suitable strategy, and the teacher cannot interact active with the students in teaching. In this case, teachers have duties to find out the great media or strategy in teaching and learning reading process. To build students' reading skill the methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and student achievement.

Therefore, to solve those problems from teacher and student in teaching reading process is the use media. One of the media which can be use as a learning media is WhatsApp application. WhatsApp application is a smartphone application which has functions such as send and receive messages, picture, audio, video, document, and web. WhatsApp is so easy and simple in applying for communicating that makes many people from different age and background. WhatsApp often use in process learning in the form group chat, which in group chat consist of teacher and students. Jumiatmoko (2016) stated WhatsApp Application Messenger is very potential media in teaching. It means that English teachers are able to apply WhatsApp as one of the media in teaching reading skill.

WhatsApp messenger is very useful in teaching and learning activities, especially in teaching reading. The teachers are able to send the materials to the students whenever and wherever. Besides that, the teachers are also easy to inform the students about schedule changed or giving a reading task, additional task, homework, and assignment before starting the class. For the students, they are easy to give information to the teacher when they cannot attend the class and easy to follow the materials and tasks on the WhatsApp messenger group (Justina, 2016).

Khancana, M & Muthaiyan, M (2016) showed that students more interest to use of reading message which is sent by others or those who belong to class, students can develop their reading skills by reading message via WhatsApp which makes them to involve for reading text message and developing their understanding power. Subhan Shabri, Yenni Rozimela, & Mukhaiyar (2020) also

showed that the use of online reading texts is effective to improve the students' ability in reading comprehension. There are the previous studies that show how WhatsApp application using in a learning process, and this research the researcher will try to use WhatsApp application to teach reading skill on recount text.

Based on the explanation above, the researcher wants to know about the effect of WhatsApp media in teaching reading narrative text to the first grade students of MAN 2 Kediri. Therefore, the researcher can formulate the tittle of research is: **"The Effectiveness of WhatsApp media in Teaching Reading Skill."**

1.2 Research Problem

Based on the background of the study above, the researcher wants to use WhatsApp media in teaching narrative text. This media is applied to face students' problem in reading narrative text at MAN 2 Kediri. The general question of this research is " Is the use of WhatsApp media effective in teaching reading narrative text to the tenth grade students of MAN 2 Kediri.?

1.3 Research Objective

Based on the research problem, the objectives of this study is to investigate the effectiveness of using WhatsApp media in teaching reading narrative text to the firts grade students of MAN 2 Kediri.

1.4 Research Hypothesis

The researcher considers hypothesis to make purposes of the study clear. The researcher has two hypothesis, these are :

1. The null hypothesis (H_0)

There is no significant difference between the students taught by using WhatsApp media and the students taught by using E-learning media on teaching reading narrative text?

2. The alternative hypothesis (H_a)

There is significant difference between the students taught by using WhatsApp media and the students taught using E-learning media on teaching reading narrative text?

1.5 The Scope and Limitation of the Study

The scope and limitation of this study is reading skill of the students. In this study, the researcher is focused on students reading skill in narrative text using WhatsApp media in first grade of MAN 2 Kediri.

1.6 Significance of Study

The significance of the study are:

1.6.1 For the students

This study provides new perspective to students about the mobile application (WhatsApp) for English learning process.

1.6.2 For the lecturer

This study can be considered as the addition of reference on examining the next research with the same topic.

1.6.3 For English Department

This research can be considered as the reference on establishing the enjoyable English learning by using WhasApp application.

1.6.4 For the researcher

This study provides the researcher more knowledge and experience on examining the research about English learning by using WhatsApp application.

1.7 Definition of the Key Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study it is necessary to define the key-terms used in this study:

1.7.1 Effectiveness

Effectiveness is the degree to which objective are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to cost and, whereas efficiency means "doing the thing right," Effectiveness means "doing the right thing.:? it means that there is difference between experimental group and control group.

1.7.2 Reading Skill

Reading skills is an automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved. The reader's deliberate control, goal-directedness, and awareness define a strategic action. Control and working toward a goal characterize the strategic reader who selects a particular path to a reading goal (Peter Afflerbach, Pearson, & Paris, 2008)

1.7.3 Narrative text

Narrative is a kind about story of legend and resolution to amuse and to give entertain to readers. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in reading a narrative

paragraph, the reader read the action or the events that happened in chronological order which has a definite beginning and a definite ending.

1.7.4 WhatsApp media

WhatsApp is created by CEO Jan Koum and Brian Acton in Mountain View of California (United States) in 2009 (M & Kanchana, 2016). It is one of the most popular applications that are used by people in communicating with each other.

1.7.5 E-learning media

E-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes (OECD, 2005).