

CHAPTER 1

INTRODUCTION

This chapter presents and explains the research background of the research question research objectives research hypotheses, research limitations research significance to research, and definition of key terms.

A. Background of the Study

Reading is the primary basis for studying English. By reading, we will practice our language skills. Reading can also improve our knowledge. Reading can also teach us to recognize and be able to take the essence of a text. Reading can also boom our vocabulary. Reading has many advantages in studying English.

Reading is an activity or method to achieve facts from text. Reading is spelling out the phrases in a text and information and extracting the essence of facts from a text. Reading is the exercise of the usage of text to create which means. The key factors right here are improvement and which means. If no which means is created, then there can be no reading (Johnson, 2008). Then, a few humans outline studying as an hobby to supply sounds from what they read. Most additionally see studying as an interpretive method with the reader processing every letter in reverse, generating the proper sounds, and forming phrases (Allington and Strange, 1980).

In senior high school, reading is one ability that should study and additionally learned. This is also said in the 2013 curriculum which explains that the primary competencies in teaching and learning reading for grade one high school students are: "Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks descriptive lisan dan tulis dengan membei dan meminta informasi terkait

peristiwa bersejarah sesuai dengan konteks penggunaannya" (Kemendikbud, 2018). From the standard of competence, it may be summed up that teaching and studying reading is important.

Teaching reading is to inform how or help a person to understand a way to read and get information and primary factors from the text. Teaching is showing or helping a person to discover a way to do something, giving instructions, main in seeing something, supplying know-how, and making others know or understand (Brown, 2007). That is, teaching is the transformation of knowledge from teacher to student with the goal of knowing and understanding. Teaching reading method supporting or helping a person to learn to examine (Ardila, 2020). Teaching studying also can be interpreted as conveying knowledge received through the teacher or instructor to students. Teaching reading additionally has many difficulties.

There are numerous problems in teaching reading. The first is managing students who're bored with reading instruction. Teaching reading with long passages will reason students to become bored and not draw close what they have got read. This also reasons students to be much less captivated with studying to study. This will make it hard for the trainer because the students aren't conducive. The students didn't grasp the content material module of the text well. They can't put information from the reading they've read (Ardila, 2020). Second, vocabulary-oriented teaching (Surong, 2002, Li-Juan, 2007). In this case, teachers kind out vocabulary as the primary awareness in reading instruction. As a result, teachers do not apprehend the complexity of the reading process. Wallace (1992) shows that

this can be inspired through the situation where teachers generally do not have much concept about the way to layout classes in an orderly and strategic manner. Therefore, teachers frequently sit at their desks, read all of the reading for the lesson, and appearance up all of the words and expressions in the dictionary. The same is actual for students at SMA Pawyatan Daha Kediri, while researchers conducted observations, it become found that many students experience difficulties in studying English. The difficulty especially arises in reading skills.

Based on the explanation above, it is able to be concluded that teachers who've difficulty in education learning won't understand that affective elements also play a massive role in how studying makes it viable for a person to analyze a language (Brown, 2001). This is what motivates the writer to do the study. The researcher tries to offer a new technique of teaching reading to students in an easy, fun, and thrilling way. The writer makes use of the social media application Facebook as a method of teaching reading.

Tubagus (2019) states that in the context of EFL (English as a Foreign Language), using social media presents several opportunities for students to broaden reading skills in English. In fact, maximum social media makes use of English, because English is known as an worldwide language. That manner it is simpler for users to discover and innovate to locate extra content to hone their creativity. The social media selected is the Facebook application.

This social community offers students the ability to discover ways to read extra extensively because they could connect to all of the social life in the world. Everyone can easily get entry to or open Facebook everywhere while not having to

apply a computer device. Today, cell telephones have given smooth get right of entry to to the Facebook application. This media may be used as a dialogue institution for issues or the technique of studying to read in English.

This software could be implemented at SMA Pawyatan Daha Kediri because this school is one of the best private schools in the city of Kediri. This school is one of the Foundation Pawyatan Daha Kediri. Most of the students there have already got social media accounts, specifically Facebook. But they still have not used Facebook as a teaching medium for reading comprehension in English education

By using one of the facilities named a Facebook group. Teachers can utilize Facebook groups as learning media. The utilization is very easy, teachers are only required to have a Facebook account and create a Facebook group and add their students as members. This Facebook group can be used as a place for discussion between teachers and their students.

There are several previous studies related to this research. Each of them has its own similarities and differences with this research. They can be used as a reference for researchers to complete their research. The first study was conducted by Anggraini (2022). The purpose of this study was to investigate the effectiveness of the application of jumped pics story in reading learning. The study showed that there was a significant improvement in the reading learning of students who were taught using jumped-pics stories. The researcher used a quasi-experimental method in this study. There are similarities and differences between the previous research conducted by Melen and this research. The similarities of these studies are to increase reading interest and eliminate students' boredom in reading, designing

research, and teaching reading. The differences between these two studies are the research questions, the place of research, and the media used.

Second, research was conducted by Seli (2014). The objective of the study is to find empirical evidence of whether social networking site is effective towards students' skill in writing recount text. The result of the statistical hypothesis test the H_0 (Null Hypothesis) was rejected and H_a , (Alternative Hypothesis) was accepted. In other words, the use of social networking sites is effective in teaching the writing of recount text.

The third research was conducted by Anggara (2013). The purpose of this study was to determine the effectiveness/feasibility of learning Facebook groups as a support for the learning process in the subject of information and communication technology class X at SMAN 1 Banjarharjo - Brebes. Researchers used R&D (Research and Development) in their research. The results showed that learning using Facebook groups was effective as a means of supporting learning in the subject of information and communication technology class X at SMAN 1 Banjarharjo. The similarity of this research is the application of Facebook groups in the learning process of senior high school students. While the difference is the subject that applies and the place of research.

The application will be implemented in SMA Pawyatan Daha Kediri because this school is one of the best private schools in the city of Kediri. And this school is under the foundation of Pawyatan Daha Kediri. Most students there already have a social media account "Facebook" but they still have not used Facebook as a teaching medium to understand reading in English lessons.

Therefore, the hope of this research is that using the help of social media “Facebook” can be an alternative to teaching to understand English reading at SMA Pawyatan Daha Kediri. Based on these problems, researchers conducted a study on the effectiveness of Facebook in Teaching Reading Comprehension at SMA Pawyatan Daha Kediri”.

B. Problem of the Study

Based on the background of the above research, the researcher wants to apply the use of social media Facebook in learning English on descriptive text material. The problem of this research is formulated as follows “Is there any significant effect of the utilization of social media “Facebook” on the Reading Comprehension of students at SMA Pawyatan Daha Kediri?”.

C. Objective of the Study

Based on the research problem above, the purpose of this study is to determine the effectiveness of Facebook Social Media-Based Teaching in Student Reading Comprehension at SMA Pawyatan Daha Kediri.

D. Hypothesis

Based on the research, the researcher builds a hypothesis to clarify the purpose of this study. The hypotheses are:

1. Null hypothesis (H0)

There is no significant difference between students taught using Facebook and students taught using pictures in reading comprehension skills of SMA Pawyatan Daha Kediri.

2. Alternative Hypothesis (Ha)

There is a significant difference between students taught using Facebook and students taught using pictures in reading comprehension skills of SMA Pawyatan Daha Kediri.

E. Scope and Limitations of the Study

The scope of this study is Facebook social media in learning to read. In research, researchers want to limit the problem in order to focus on the subject of research. The researcher's attention is to find out whether there is an effectiveness of using Facebook social media in learning to read at SMA Pawyatan Daha Kediri class X in the 2022/2023 academic year.

F. Definitions of key terms

To avoid misinterpretation, the researcher provides definitions of key terms as follows:

1. Effectiveness

Effectiveness is when using a strategy/method to improve students' reading scores. Effectiveness can be seen from the pre-test and post-test scores.

2. Reading Comprehension

Reading comprehension is the need to process text, understand the aim of the text, and informally combine it with what the reader knows. A person's ability to comprehend text is influenced by their ability and proficiency in processing information.

3. Facebook

This social network provides opportunities for students to learn to read more broadly because it can be connected to all lines of social life in the world. Everyone can easily access or open Facebook anywhere without having to use a laptop device. Currently mobile phones have made it easy to access the Facebook application. This media can be used as a discussion group for problems or the process of learning to read in English.

4. Descriptive Text

Descriptive text is a type of text that tells information about a specific person, place, or object. The structure of a descriptive text consists of an identification and a description. This research focuses on descriptive text in 2 targets, namely about a person and a tourist place.

5. Picture

The pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Pictures can also be used in various configurations to enhance learning and practice.