

CHAPTER I

INTRODUCTION

In this chapter contains researcher presents and discusses (a) Background of The Study. After that, also discusses (b) Research Problem and (c) Objective of The Research. This is followed by (d) Research Hypothesis, (e) Significance of The Research, (f) Scope and Limitation of The Study and (g) Definition of Key Term.

A. Background of the Research

English language is one of the important aspects in modern era. English language is not only a tool used for communication in daily activity, business, banking, tourism, trade but also it is included in one of the subjects at school in Indonesia, from the lowest level to the highest one. English is one of the essential parts of education ; we can call English education. Actually english can be used everywhere and everyone, like schools. This language is very needed in acheving the goal of education. It means, English is used by teacher in learning and teaching process. Besides that English is a relatively language to learn. Then English as a foreign language (Nurhayati, 2016d).

Learning is one of the processes involving mental activities and the knowledge. The purpose of learning English is to equalizer our country to other modern countries in many aspects. Yet, to achieve all of them, there are four skills that should be mastered by student like : listening, speaking, reading and writing. Reading is one of the skills in English. Besides that,

reading is also one of the activities in this world, because everywhere and every time, people need reading to get something or important information and get knowledge, for example : newspaper, magazine, book, etc.

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, newspaper, magazines, novels, etc. It means, each person needs reading to get something. Then, as we know that there are many source of book which using English language, especially in science and technology, so to make us easy in reading, we must be able to comprehend content of the book.

Reading is an important aspect in learning English. By reading the students will get information. Reading English can develop critical thinking and enables students to expand their knowledge. Reading is also the main reason why student learn English, but many students do not enjoy their reading task because they feel bored with the text and the teaching strategy in the classroom. The students also difficulties to understand about the meaning, because the vocabulary is less. And they are have low motivation about teaching and learning process, because the teacher less to improving the others strategy. Nurhayati's study (2008a) indicates the frequency of conducting various activities could make the students more enjoyable to study English especially reducing their burden to join activities.

The basic competence in reading is that the students are able to understand and respond the meaning of short functional text accurately and fluently, the students are able to understand and respond the meaning

and the rhetorical step of the monolog/essay in the form descriptive text accurately and fluently. With indicators are as follows : identifying vocabulary and language features. The aim of teaching reading is to make students expected to read affectively and efficient. It means that they rely understand about the content. In fact, the students do not reach.

The success of teaching reading for MTs PSM Jeli Karangrejo is determined by many aspects such as : material of reading, facility, teacher competence, and the students themselves. Related to the teacher's side, the teacher have already applied some strategy in developing students reading comprehension but students still have difficulties when they are learning reading. Besides that, some of students at the school have low motivation in reading text/material given by teacher at the school. It causes the objective of teaching reading unsuccessfully achieved.

The problems can occur because of the difficulties in comprehending reading text and they can also be caused by other factors from the students themselves. To know the solution to these problem, the reasearcher proposed the suitable strategy in teaching reading comprehension, called by Imagine, Elaborate, Predict and Confirm (IEPC) strategy. According to Wood(2002:47) IEPC uses to help students become active participants by using what they already know to understand new information. Beside that IEPC strategy have proceed with an explanation of the procedures for classroom implementing along with sample lessons from various subjects areas in the middle school. The researcher hopes, this strategy can help studens increase their comprehension in reading.

This strategy is one of the ways to make learning and teaching process successful, especially for students reading comprehension.

Based on the explanation, the researcher is interested in conducting a research entitled : **The Effectiveness of Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy in Teaching Reading Comprehension in Descriptive Text of 7th Grades at MTs PSM Jeli Karangrejo.**

B. Research Problem

The problem of this research is stated by following question : “Is using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy effective for Teaching Reading Comprehension in Descriptive Text of 7th Grades at MTs PSM Jeli Karangrejo.

C. Objective of the Research

Based on the problem statement mentioned above, the objective of this research is to find out whether Imagine, Elaborate, Predict and Confirm (IEPC) Strategy effective for Teaching Reading Comprehension in Descriptive Text of 7th Grades at MTs PSM Jeli Karangrejo.

D. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this research, the

researcher uses two kinds of hypothesis formulated to be tested, they are null hypothesis (Ho) and alternative hypothesis (Ha) :

1. The Null Hypothesis (Ho)

There is no significant difference scores of students reading comprehension skill before and after being taught by using IEPC strategy toward students reading comprehension in descriptive text in the seventh grade of MTs PSM Jeli Karangrejo.

2. The Alternative Hypothesis (Ha)

There is significant difference scores of students reading comprehension skill before and after being taught by using IEPC strategy toward students reading comprehension in descriptive text in the seventh grade of MTs PSM Jeli Karangrejo.

E. Significance of the Research

The result of the research is hoped to be very important mainly for the teacher, the student and other researcher.

1. For the Teacher

- a. This study is useful for the teacher to develop their ways when they are teaching.
- b. To find suitable technique or reading for students.

2. For the Student

- a. To help the student to improve their reading comprehension by implementing IEPC Strategy.
 - b. It is expected to ease the student to achieve their learning of English as the second language.
3. For Other Researcher

It is expected whether this study can be used as the source in their findings, or inspires the researcher to improve the newest finding to this strategy.

F. Scope and Limitation of the Research

This study conducted in MTs PSM Jeli Karangrejo. The scope of this research is teaching reading comprehension by using IEPC strategy. In this research, the writer focuses on the effects of IEPC strategy to improve students' reading comprehension of MTs PSM Jeli Karangrejo, especially in descriptive text.

G. Definition of Key Term

To avoid misunderstanding and mis interpretation about some terms used in the research, the writer define them as follow :

1. Effect is a change that something or somebody causes in something or somebody else, or result. In this research, the researcher change the students reading comprehension with using IEPC Strategy. The effect is defined as the result of teaching reading treated by IEPC strategy.

2. Imagine is forming a picture in the mind or think of something as probable. In this study, imagine is define that students explore the pictures in their heads about the topic.
3. Elaborate is working out with much care and in great detail; carefully prepared and finished. In this study, elaborate is defined as the students use their visual images and ad details, anecdotes, prior experiences and sensory informations.
4. Predict / prediction is guessing what the writer will say after looking at the titles, headings, and illustrations. Predicting helps you understand the reading more easily.
5. Confirm is making (power ownership, opinion, right, feeling, etc) firmer or stonger. In this study, confirm means after the students reading the topic or text then return to their prediction and modify it with newly learned information
6. Strategy is a plan designed for a particular purpose. In this research it deals with teachers plan in teaching reading comprehension.