

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms.

A. Background of the study

English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English became an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University.

Teaching and learning English in Junior High School has its scope including competence to comprehend and to produce spoken and written texts through four language skills: listening, speaking, reading, and writing; competences to comprehend and to create any short functional texts and monolog also essay in the form of procedure, description, recount, narrative,

and report. For this reason the teacher must have various methods in teaching genre to make the students more interested in teaching learning process.

Reading is something crucial for the students because the success of their study depends on the greater part of their comprehension to read. On the other hand, if they have a good comprehension in reading, they will have a better chance to be successful in their study.

Reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill, that is, interpreting codes into ideas. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

The writer made an interview to the English teacher. From the result of the interview, it revealed that the seventh grade of junior high school students had a problems in reading. When the writer asked about the students' reading ability, the teacher said that the students weak in reading comprehension. From the pre-observation and interview done in pre-research, the reseacher found the fact that the seventh grade of junior high school students of SMP N 2 Gondang had a problem with reading that was the students' achievement reading score. There were some facts that indicated the problem. First, the students' interest of reading was still low. Second, the students had difficulties in understanding the text. They got it difficult in

understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

The cause of the problem came from the teacher, the students, outside the teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension. Speaking too fast, unclear explanation and monotonous technique used by the teacher discouraged students to learn reading. The teacher still used ordinary way in almost everyday teaching and learning process. She just asked the students to read certain text in the book or students' exercises book, and then he asked them to do the task following the text. The monotonous process of learning made students discourage to learn.

From the students' side, the causes came from students' reading type, students' reading style, students' reading habit, and also students' reading knowledge. First, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. Second, almost all students also had the same style in reading activity. They said that they preferred to read alone with consideration that they felt convenient and could concentrate better. They did not try to discuss the text

and it made them face their own difficulties. Third, the students' reading habit was bad. The students had a little allotment of time to read English text. There were many students that still did not use chance to read English text either at school or in English lesson itself. Fourth, from the students' reading knowledge, there were some causes: the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea and difficulties in making conclusion of the text.

The next cause was from the outside of the teacher and the students. It came from the material and the atmosphere of the class. The material used was not interesting, such as the text containing unfamiliar words, made the students feel burdened and hard to learn. Besides, the unsupported classroom atmosphere was a negative contribution to students' learning. These problems make the students lack motivation in learning English, and this condition makes the class noisy, bored, and not enjoyable.

Some methods have been developed to present reading materials in the class so that the students can accept them more easily, such as using scrambled sentences and guided question. After conducting interview with the English teacher of grade seventh on Saturday, May, 2nd 2015 the researcher know in the preliminary study, that 87 % students in the grade class VII-B at SMPN 2 Gondang got less than seventy five (75) in reading, although the passing grade (KKM) at school has seventy five (75) score to find out.

Treasure Hunt Game is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place (Lee , 1979 : 124). The basic of this game is finding the clues and if they do not understand the meaning of clues, they cannot look for another clues. Treasure Hunt Game has many variant depend on creativities the teacher to improve the students reading ability.

In this study, the researcher chooses descriptive text to improve reading comprehension the seventh grade students because descriptive text has a purposes to make our readers see, feel, and hear what we have seen, felt, and heard. Descriptive text is describing a person, a place, or a thing , our aim is to reveal a subject through vivid and carefully selected. Descriptive text is one of the texts types which is taught in Seventh grade of Junior High School. Here, the students must be able to find the clues and get the descriptive text also answer the question based on the text. Every group has different descriptive text and questions to answer.

The researcher conducts the research on a specific kind of reading that is descriptive text. It's based on some considerations: (1) reading descriptive text is one of component that must be taught in Junior High School, (2) being good and fun the learning of reading comprehension will bring better effect to their future study.

Based on the reason above, the reseacher wants to apply the games in a research entitled **'USING TREASURE HUNT GAME TO IMPROVE**

THE SEVENTH GRADE STUDENTS' COMPREHENSION IN READING DESCRIPTIVE TEXT AT SMPN 2 GONDANG”.

B. Formulation of the Research Problem

Based on the background above, the researcher formulates the research problem as follows “ How far does can Treasure Hunt Game to Improve the Seventh Grade students’ comprehension in Reading Descriptive Text at SMPN 2 Gondang? ”

C. The Purpose of the Study

This study is directed to Improve the Seventh Students’ Comperhension in Reading Descriptive Text by Using Treasure Hunt Game at SMPN 2 Gondang.

D. Significance of the Study

This result of study is expected to be useful for people in education field and give contribution for :

1. For the Students

The result of this study is expected to motivate in reading comprehension. As this study applies game called Treasure Hunt, they can learn English joyfully. The students get a different way to learn reading descriptive text which is more interesting. So, they are not bored and they will be interesting in following reading class. At least, they can achieve the learning objectives effectively.

2. For the English Teachers

The result of this study can help the English teachers solve problems in teaching English by using other variation of Treasure Hunt Game. Through this game, the students will be more interested in learning English especially in improving their reading comprehension. It shows that the problem dealing with students' interest is effectively solved. Meanwhile, by using this game the English teachers can easily teach. Therefore, it can be references for the English teachers to use various technique in teaching English.

3. For the Future Researchers

The research result is hopefully used by the future reseachers who want to conduct an action research. After reading the research, the future reseachers get a lot of knowledge about the use of Treasure Hunt Game in teaching reading. It can be sources as references in conducting the similar research. Besides, it can be comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

4. For the Readers

The result of this study can help the readers improve and add their knowledge about how to use an effective tecnique in teaching reading. They can also know the benefits of creating joyful learning activities by using this technique. Therefore, this study can help them

understand well about the suitable technique to teach reading comprehension.

E. Definition of Key Terms

1. Reading is an ability of interactions and communications between the readers and the writer because the writer has messages in her or his mind about feeling, fact, ideas, or argument to be shared to the readers.
2. Descriptive text is a text which describes a particular person, place or things. (Anderson, 1998: 27).
3. Game is media used to help the teacher in teaching and learning.
4. Treasure Hunt Game is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place (Lee, 1979: 124).

F. Organization of The Study

This thesis is written in three chapters, those are introduction, review of related literature, and research method.

Chapter I: Introduction. It consists of background of the study, statement of the problem, the objectives of the study, the significant of the study, limitation of the study, definition of the key terms and organization of study.

Chapter II: Review of the related theories. It includes definition of reading, purpose of reading, types of reading, strategies for developing

reading comprehension, genre text of junior high school, definition of descriptive text, definition of game, and treasure hunt game.

Chapter III: Research method. It covers research design, setting and subject of the study, research procedures, and data analysis.

Chapter IV: Analysis. It consists of introduction and data analysis.

Chapter V: Closing. It consists of conclusion and recommendation.