

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of research, definition of key term and organization of the study.

A. Background of the Study

At this time, English used for language communication among countries in the world and has important role in human life. In addition English has become international language, which has important role in aspect of human life. English also gives access to information and technology, science, education, culture, economic, politics and etc. in Indonesia, English is used as a foreign language and it is taught from elementary school until university level.

The objectives of English classes are stated in the national curriculum. They are designed to enable students to master four skills, namely; listening, speaking, reading and writing. Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on the greater part of their ability to read. Someone will acquire knowledge and new information by reading. Even with reading can improve thinking and sharpen the view and add insight. If their reading ability is poor they are likely to fail in their study or at least they will have difficulty

it making progress. On the other hand, if they have a good ability in reading, they may have a better chance to success in their study.

In connection with the purpose of teaching reading, it is important to define what reading is. According to Mr. Finocchiaro, Mary and Bonomo (1973: 119) reading is an activity pick up and understand a sense and meaning contained in the written language. Day (1998:12) reading is construction of meaning from a printed or written message. Nunan (2003:63) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading can be seen as an “interactive” process between a reader and a text which leads to automacity or reading fluency (Alyousef, 2006). In this process, the reader can interact directly with the text to get the meaning of the text. From this definition, it can be concluded that reading is the interaction between the reader and the text to understand and comprehend the writer’s ideas or messages that have been expressed in the writer’s text.

In addition, Guthri (1996) states that engaged reading are based on the motivation and cognitive characteristic of the reader. This means that teacher has responsibilities to motivating reading by selecting appropriate materials especially related with social from reader and they interest with the text. Teacher selecting task texts, they should seek interesting texts and consider variety of topics. Harmer (2007:99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, better they get it. Reading also has a positive effect on student’s

vocabulary knowledge, on their spelling and on their writing. Students who like reading will gain new knowledge and insight that will increase their intelligence. Such as reading books or text that can increase students' vocabulary and language also affects the students, because the more students read, the more vocabulary that controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students' English language.

In teaching and learning activities, the students have some difficulties to mastering reading text. It happened because the students have low motivation and interest in reading progress. Some text sometime appear too long and difficult which make students become bored.

Based on the preliminary study done through interviewing the English teacher and observation of teaching in Madrasah Aliyah Al-Hikmah Langkapan Srengat, it is found out that there are many students who have difficulties to identify generic structure. This condition causes the students passive to read narrative story. So, the researcher used summarizing technique to solve the problem in reading comprehension. This condition motivates the researcher to conduct Classroom Action Research (CAR) because this research is one of the researcher effort to improve of learning in classroom. The researcher used text narrative in this study because in the spect of reading students need to understand the types of text including narrative text that aims to entertain the reader or listener. Generally the narrative text tells of the past that listers can take a moral value conveyed through the story. The forms of

the story will appear every national final examination. It is therefore important that the students understand the text.

Based on the above description, the researcher would like to carry out a Classroom Action Research (CAR) by applying Summarizing Technique. This technique hopefully can improve the students' to identify generic structure and become one of teaching technique that the teacher can use for teaching reading comprehension. With the launch of the curriculum of senior high schools, several researchers have been interested in conducting some research of the implementation of the curriculum. The researcher is Maylidia wilda (2013) at junior high school in various places.

Maylidia Wilda (2003) conducted a research entitled the effectiveness of using summarization technique of the second year of MTsN Pucanglaban Tulungagung in academic year 2012/2013. The findings of the research is summarization technique in teaching reading comprehension can increase the student's reading achievement of the second years of MTs Negeri Pucanglaban Tulungagung.

Based on the research finding above, some English teacher must have a various technique for teaching English, such as reading, speaking, listening and writing, especially for reading comprehension. Therefore, English teacher should have a creative technique for teaching or providing learning activities involving the students' activities. It can be conclude that in learning English, especially for reading the teacher should have variation technique to make the students' interest in the teaching and learning process. So, the difference

between this study and the previous studies is types of reading and rules for summarizing. Types reading in the previous studies used aloud reading at eighth grade students of MTsN Pucanglaban Tulungagung. And rules of summarizing focus on find main idea. Types of reading in this studies used silent reading at tenth grade students of Madrasah Aliyah Al-Hikmah Langkapan Srengat. And rules for summarizing focus on identify generic structure.

B. Formulation of Research Problem

Based on the theoretical background of the research, the problem research can be formulated as follows: How can the students' of reading comprehension at first grade students of MA Al-Hikmah Langkapan Srengat be improved using Summarizing Technique?

C. Purpose of the Study

The purpose of this study is to improve students' reading comprehension by using summarizing technique in narrative text of the tenth grade students of Madrasah Aliyah Al-Hikmah Langkapan Srengat.

D. Significance of the Study

- For students, as a reference a practice reading skill in improving the ability to read through an easier method is summarizing.
- For the teacher as an alternative approach to learning to read, provide new teaching method on subjects of English through summarizing, and helping Teachers in the teaching classroom with a easier method and attractive.

- For schools / educational institutions, contributing to an improved in the development of learning to read in senior high school, especially in Madrasah Aliyah Al-Hikmah Langkapan Srengat.
- For curriculum developers, as a references in the birth of new idea for the curriculum.

E. Scope and Limitation of Research

Based on the purpose above, the problem of the research focuses on the student's ability in using summarizing. The scope of this study is about identifying generic structure. There are many three kind of generic structure that can be learned by the students. In this study, the researchers limit the discussion of this study on the effectiveness of using summarizing as a technique in teaching reading comprehension. The limitation of this study is narrative text. The researcher chooses this kind of text because narrative is suitable with the curriculum being used and the next is more interesting for the students.

The subject selection for this study is the students of grade X. There are 2 classes in Madrasah Aliyah Al-Hikmah Langkapan. This study will select on of those classes, that is X-B class. These class 35 students; 13 male and 22 female.

F. Definition of Key Term

Definition of key term are important to be given in order to avoid misunderstanding.

Referring to the topic discussed in this study, some terms used need to be defined as follows:

1. Summarizing

Summarizing Technique that require student to reprocess information and express it in own word. This technique enhance student comprehension because require active reading. The summary is always shorter than the original material. And if the description will summarize the author of a paragraph, the authors first have to identify generic structure contained in these paragraphs, and then re-expressed using different language and brief. In order for a summary of the results was not deviate from its original description, the main ideas of each paragraph should not be ignored.

2. Narrative Text.

According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Like a myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, cinema, comics, and conversation.

G. Organization of the Study

1. Chapter I

This chapter discusses Background of the Study, Formulation of the Research Problem, Purpose of the Study, Significance of the Study,

Scope and Limitation of Research, Definition of Key Term and Organization of the Study.

2. Chapter II

This chapter presents some reviews of relevant theories and studies that are about: definition of reading, types of reading, definition of teaching reading strategies, reading comprehension strategies, summarizing technique, rules for summarizing, definition of narrative and previous studies.

3. Chapter III

This chapter discusses the methodology used in conducting this research. It presents the research design, setting and subject of study, research procedures, preliminary study, planning, implementing, observing, and reflecting.

4. Chapter IV

This chapter discuss the research findings and the discussion. The result based on the obtained data during the teaching of reading comprehension using summarizing technique.

5. Chapter V

This chapter presents the conclusion and suggestions of the study related to the research findings and discussions presented in the previous chapter and suggestions for the students, the English teacher and to the next researcher to the similar research