

# CHAPTER I

## INTRODUCTION

As an introduction of the research, this chapter is intended to present the Background of the research, the Formulation of the research problem, the Statement of the research problem, the Purpose of the study, the Hypothesis of the study, the Significance of the study, the Scope and Limitation of the research, and Definition of key terms.

### **A. Background of the Research**

In the globalization era, English plays an important role especially in international communication and in the development of education, politics, economy, and tourism. Many people use it as a means of the international communication. It is considered as one of the international languages that are most widely used all over the world. In Indonesia, English is the foreign language taught at the formal schools. Furthermore, the teaching of the language starts from the kindergarten.

Today students learn English at school, they will learn the four skills namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a

matter of fact, until today most students from junior high school up to university level have difficulties in all of these skills.

Reading is form of non verbal communication. Reading enables students to understand and comprehend language through form like text passage, but some students thought that reading is perhaps the most difficult language skill to learn. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them is reading.

Reading skills is important because it can help the students to find information about the general knowledge or the subject of school ( Barbara, 1980 : 34 ). Through reading the students or the people can improve their own knowledge, experience and develop new concept and broaden their horizon of thinking which are needed to ensure the continuation personal growth and adapt the changes in the world.

Teaching reading for junior high school students must be differet from children in elementary school because of their different characteristics of psychological background. Peer approvals maybe considerably more important for the students than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. The students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities.

The Indonesians students start learning English at the elementary school as the local content and the process continues at senior high school and university .In fact, now, English is also taught in some kindergartens. The pupils are introduced to some English vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education. This indicates the failure of teaching English in junior high school in Indonesia is not successful. It can be seen from the quality of SMP graduates mastery of English.

So far teaching English in junior high school (SMP) and senior high school (SMA) can not be said to achieve the expected goals. One of the most obvious indicators are the constraints faced by the students in learning English. Some difficulties faced by students was studying English are (zhafarishop.2012/07) : (1) The difficulty in reading English text. Many students, especially in junior high school who have a difficulty in reading the English text. Usually, they need teacher's help to read the text word by word or sentence by sentence. (2) The next difficulties is pronunciation. Junior high school are the next level to learning English after elementary school. It can be reading, speaking, writing or listening. Of course, many difficulties which faced by them, especially pronunciation in reading or speaking. Not only junior high school which faced this difficulties, but also senior high school until university. (3) Lack of vocabularies that are known. It influence when the students reading the text. They will feel difficult when reading and

understanding the text, because they don't know about the meaning of the text and how to translate it manually. It caused by the lack of vocabularies that they have.

In Indonesia, some English teachers still use traditional or conventional method to teach reading to solve that problem. Conventional method usually makes students bored because the method is monotonous and the students are not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

The technique of English teaching is necessary to develop especially in teaching reading or reading comprehension, because the technique of teaching influences the students' success so the teacher of English must select suitable method, techniques and materials to teach. Realizing such condition, English teacher are demanded to be more creative in presenting their lesson, particularly reading material, since reading is considered the most important skill to be mastered. Relation to the assumption, Kustaryo (1988:1) states that reading is the important skills in learning languages besides listening, speaking and writing.

Many approaches or techniques that used in teaching reading or reading comprehension, for example is using summarization technique (Jones, R. : 2008). Summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading

a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

Summarizing have many advantages in reading comprehension. That is the student will be creative to summary the text with their own language and they will be motivated to study and read the material well. Of course, they will get many new English vocabulary. It can be effective because the summarization technique gives a positive change in the teaching learning process. It can be seen from the students' motivation.

## **B. Formulation of the Research Problems**

Based on the background of study above, the writer carries out a study entitled "The effectiveness of using summarization technique in teaching reading comprehension of the second year of MTsN Pucanglaban Tulungagung in academic year 2012/2013.

## **C. Statement of the Research Problem**

Based on the background of the study above, this study give information on how the effectiveness of using summarization technique to increase students' reading comprehension mastery of the second year students of MTsN Pucanglaban Tulungagung in academic year 2012/2013.

The problems in this study can be formulated as follows:

1. How is the students' reading comprehension before being taught using summarization technique?
2. How is the students' reading comprehension after being taught using summarization technique?
3. Is there any significant difference between students' reading comprehension before and after using summarization technique?

#### **D. The Purposes of The Study**

Based on the statement stated before, the purpose of the study is to describe the effectiveness of using summarization technique to increase students' reading comprehension mastery of the second year students of MTsN Pucanglaban Tulungagung, including:

1. To know the students' reading comprehension before being taught using summarization technique;
2. To know the students' reading comprehension after being taught using summarization technique;
3. To know the difference between students' reading comprehension before and after using summarization technique of the second year of MTsN Pucanglaban Tulungagung.

### **E. Hypothesis of the Study**

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement, the writer has two hypothesis (Hamid Darmadi:2011),namely:

1. Ha (The alternative hypothesis): There is significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung.
2. Ho (null hypothesis): There is no significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung.

### **F. Significance of the Study**

#### 1. The Researcher

The researcher hopes that the result of this study is expected to give feedback to motivate the student's themselves to get a good result especially in reading comprehension. Beside that, the finding of this research can provide more knowledge and experience for the writer or the researcher about the technique that use in reading comprehension.

#### 2. The Headmaster

- a. As feedback, to give suggestion and motivation to the teacher and students in English teaching learning English well.
- b. As the top manage at school, he can provide any facility that can support the teaching learning process.

### 3. The Teachers

The result of this study is expected to give contribution for the teacher as feedback to improve their technique and system in teaching English especially in reading comprehension.

### 4. The Students

The result of this study for students are as the effort to increase the students' reading comprehension mastery.

### 5. Other Researcher

This research will give some contributions and information for future researchers about the technique in reading comprehension, and the result of this study is expected to be used as a reference to conduct further more study in the same or other place.

## **G. Scope and Limitation of the Research**

This study is conducted at MTsN Pucanglaban Tulungagung and focus of the study is to know the significant influence on the student's reading comprehension by using summarization technique, especially the reading comprehension which are related to the second years of MTsN Pucanglaban Tulungagung.

## **H. Definition of Key Terms**

Definitions of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation.



The key terms using in this study are defined as follows:

1. Effective is producing the result that is wanted or intended. (Oxford learners' pocket dictionary, 2003:138). Effectiveness in this research is significant increase of students' score after being taught by using summarization technique in reading comprehension.
2. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (Mikulecky, 2011:5).
3. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading (Snow, 2002:11).
4. A summary is a short or condensed version of the information you have read (Skidell:1940:158). Summary is a short statement or statements that give only the main points or core information of something excluding redundant information. Summarization technique is a skill and requires proper guidance, constant practice, special efforts and proper training. Summarization is the restating of the main ideas of the text in as few words as possible. It can be done in writing, orally, through drama,

through art and music, in groups and individually (<http://wvde.state.wv.us/strategybank/summarization.html>). There is extensive research that shows that summarization is among the top nine most effective teaching strategies in the history of education (Marzano, Pickering, and Pollock, 2001).