

# **CHAPTER I**

## **INTRODUCTION**

This chapter, researcher presents about the background of study, formulation of the research problem, research objective, research hypothesis, significance of research, scope and limitation of research, and definition of key term.

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

As a foreign language, English known as difficult lesson according to foreign students, especially Indonesian students. Some students face problem in learning English. It happens because their mother tongue is Indonesian and English is as their foreign language. Harmer (1992:1) stated that today English is the world's most widely studied as foreign language. People who master in English will be able to communicate in English well.

In learning English, learners have to study four skills which have to be mastered by the students namely speaking, listening, reading and writing. Listening and reading known as receptive skill while productive skill concern with speaking and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Brown (2004:21) says that reading is the most important skill in learning any subject. However Patel (2008:113) says that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in live which one

can update their knowledge. Reading skill is an important tool for academic success. So, reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

The importance of reading is to understand the context in a text. Bond (1972:21) says that reading is one of the language skills which become the emphasis of the English teaching in the school. Reading comprehension is a complex activity to understand the meaning of the worlds". It means that when the reader reads a material, they get a message from the text. By reading comprehension, learners do not only get some information or knowledge, but they also can get an enjoyment, reading without comprehension its mean nothing. This is a condition where the importance of reading strategies comes in so as to facilitate the reading process and give students a clear sense of what they are reading.

However, when reading strategies are not readily available, the students become easily frustrated and bored because they do not understand what they are reading and as a result. The students have no motivation to read any longer. Reading is good way to develop and understand English. Grellet (2010: 19) says that reading is not just deciphering the scratches on a piece of papers it is the understanding, the

using of information and the application of knowledge. Information and knowledge required in the process of reading as the basis to be able to construct ideas and understand the reading text. If someone has been able to understand the meaning in the text, it shows that he has Becomes a good reader. Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can catch the idea of the text, they can follow the arguments of the story or text, they can find the information of the text, and the important one is they can understand the meaning of the story or text. Hogue (2008: 3) says that Reading allows you to connect written ideas with what you already know. The more you read the easier it will get. Not only will practice help you to improve your reading skills, it will also allow you to expand upon what you already know. We know that in daily activities we read many English texts. In other word, the ability to read English texts in any form will give some advantages to our lives.

Based on the explanation above, the researcher concludes that reading is a way in communication between reader and text which is the reader will get the meaning of the text by reading. The reader can get specific and detailed information. The reader also can transfer their knowledge to others by reading. There are many types of reading text are narrative, recount, report, descriptive, etc. But, here the researcher focuses on descriptive text reading. Descriptive text is a text which lists the characteristics of something. This is line with Schwegler (2010:351) says

that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc. So, descriptive text is a text that describes the details of events or something. The social function of descriptive text is to describe a particular person, thing or place.

The students needed a lot of time in understanding the text. Besides that, the students only had a limited scope of vocabulary, and the topic of the reading passage made them not really understand. In fact, it was hard for them to master their skills in reading because most of the students fail in answering question related to the topic student's motivation in studying reading was low. There are some difficulties in reading comprehension. Most of the students are difficult comprehend the content of the text well. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in learning process. The teacher must know the condition of the students. In teaching reading text, the teacher should be creative in finding better strategies to deliver material, so that, it is hoped students will understand and enjoy the learning process well and they will learn be better.

Base on problems above, the teacher should find an alternative way of teaching or effective strategy to teach reading. The right strategy may affect the reading learning process in the class. A learning process which is followed by good strategy may create students' good understanding. For that reason, teachers use several strategies which are suitable with junior

high school students and strategy that can improve the students' interest in reading and the students' descriptive text reading ability.

One of reading strategies that researcher want to conduct is ZIZO (Zooming in and Zooming out) Strategy. According to Karen D. Wood and Janis M. Harmon, (2001; 53) ZIZO (zooming in and zooming out) is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in a specific content area. It also guides class discussions and readings about an important term that is critical for understanding the topic at hand.

To prove that strategy is effective to be used can be seen from the previous studies. The first is journal written by Ekha Yusthi (2014) entitled Teaching Reading Comprehension in Recount Text By Using ZIZO (zooming in and zooming out) Strategy To Eight Grade Students Of SMP Sriguna Palembang. In this research was use experimental method and quasi experimental design. It was pretest- and posttest non – equivalent group design. The result of the research showed that ZIZO (zooming in and zooming out) Strategy was effective to eight grade student of SMP Sriguna Palembang especially in recount text.

The second is thesis by Nurhasbi (2013) entitled The Effect of Using Zizo (Zooming In and Zooming Out) Strategy Toward Reading Comprehension Report Text at The Second Year Students of SMAN 1 Kampar Airtiris. In this research experimental method and quasi experimental design . The result of the research showed that was

significant effect of using zooming in and zooming out strategy toward reading comprehension of report text of the second year students at state senior high school 1 Kampar Airtiris Kampar.

Based on the previous studies above can be concluded ZIZO (zooming in and zooming out) strategy is **effective** to be used in learning process, especially in reading comprehension. In relation the condition above, the researcher is interested in conducting study entitle “The Effectiveness of Using ZIZO (zooming in and zooming out) Strategy Toward Reading Comprehension In Descriptive Text Of Seventh Grade Students At MTs Sunan Kalijogo Kalidawir”.

## **B. Formulation of Research Problem**

Based on the background of the study above, the research formulated the question as follows:

Is there any significant different score of students' before and after being taught by applying ZIZO (zooming in and zooming out) strategy

## **C. Purpose of Study**

Based on the researcher question above, this purpose of this study are:

**To find** out significance different score of the students before and after being taught by applying ZIZO (zooming in and zooming out) strategy

## **D. Hypothesis**

The study belongs to quantitative approach in which the data are in the forms of numbers or scores. That is way, the researcher needed to formulate hypothesis. There are two hypotheses formulated in this study; Null Hypothesis (H0) and Alternative Hypothesis (H1).

H0 = There is no any significant difference score on reading comprehension before and after using ZIZO (zooming in and zooming out) Strategy

H1 = There is any significant difference score on reading comprehension before and after using ZIZO (zooming in and zooming out) Strategy

## **E. Significance of the Study**

The findings of this study are expected to give contribution for the students, teachers, and other researcher.

### **1. The Teachers**

The finding of this study may be helpful for the English teachers to be employed in their teaching practice. It can give information for the English teachers who teach reading comprehension by ZIZO (zooming in and zooming out) Strategy can be applied to students as well.

### **2. Students**

This study may be helpful to the students, because using ZIZO (zooming in and zooming out) Strategy in learning reading

comprehension will make their understanding clearly and useful for student get the opportunities to improve their readings specify in understanding, developing, and explain main idea of the text.

### **3. Other Research**

For other researcher this thesis will give some contributions and information about ZIZO (zooming in and zooming out) Strategy to increase reading comprehension. The result of the study can be used as a reference for other researcher to conduct a further researcher dealing with learning strategy to increase reading comprehension in student activity.

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

The scope of the study is the use of strategy of teaching reading comprehension. And the limitation focused on the effectiveness of ZIZO (zooming in and zooming out) Strategy of seventh grade. In this study, the researcher focuses on the students' reading comprehension in a text. Then because of so many kinds of text such as, narrative, descriptive, recount, etc. Hence, in this study the researcher will focus only on descriptive text. The researcher chooses descriptive text because descriptive text is describes about the features and characteristic of something, thus the students will be more interesting to learn.



## **G. Definition of Key Terms**

### **1. ZIZO (zooming in and zooming out) Strategy**

ZIZO (zooming in and zooming out) Strategy is an alternative strategy in teaching reading. In ZIZO (zooming in and zooming out) Strategy students can involve a two-part framework, one part for situating the concept in its larger picture (ZO) and the other for taking a close look (ZI).

### **2. Reading Comprehension**

Reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text.

### **3. Descriptive text**

Descriptive text is a text which informs what a person, event, or thing is like.