

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of four main skills in language learning, there are Speaking, Listening, Reading and Writing. Reading is one of skill to be mastered for a foreign language learner. According to Patel and Jain (2008:113), reading is an important activity for expanding knowledge of a language. By reading, the students can increase their knowledge of certain subjects. They can catch what texts tell about. And then Also they can learn the language because the texts provide the structures of the language to learn. Nunan (1991:72) states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Thus, the students try to understand the texts. It is needed because individual learning is sometimes effective for the students.

The communication in reading occurs if the reader could understand the meaning well from the texts that they have been read. Hence, the students have to be able to comprehend the texts. The comprehension process is divided into word recognition and comprehension. The word recognition means the ability of the students to read the words automatically in the context of a text. The comprehension means the proses of understanding the meaning of the texts. There are two types of comprehension; concrete and abstract. Concrete includes the ability to answer the questions, vocabulary, and main idea. Abstract includes

inferences, identifying factual information, and reference, (Pezdekand Royer : 1974)

It is crucial to take comprehension as the consideration into teaching reading. Teaching reading comprehension is a way to facilitate the students in the classroom with the knowledge and skills the teacher of the language presents texts to comprehend. Kimble and Garnezy as cited in Brown (2000:7) assume that teaching reading comprehension may be defined as a process of showing or helping the students or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand. Reading comprehension is needed because most of the activities require the student to read and answer the question from the texts.

Teaching reading comprehension is challenging for the teacher, because reading comprehension may cause the student feel bored in classroom. The students work hard to comprehend the reading passage that they run out of their time. Sometimes after the students read the text and start to answer the question they forget the information and make them have to read for the second time. In this situation the teacher has an important role to provide a medium to make student achieve their goal.

Concerning this learning situations, the researcher would conduct the research to help the students by introducing a medium called Lapbook. This medium is proven effective in teaching reading comprehension, as Pujita (2015) found that Lapbook highly effective in increasing students reading comprehension. Lapbook provides a really fun, hand on media of pulling

information together, It would get the students find their topics and organize the information by booklet. Through Lapbook, the students would make their own book in a creative way. Lapbook can be used in all kinds of reading text, in this research the researcher would use Descriptive Text. The researcher chose descriptive because it contain many detail information which the students difficult to remember. Beside that, descriptive is one of the texts that the students should learn in the second semester.

From the explanation above, the researcher was interested to conduct a pre experimental design to teach the students reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016. The researcher hopes that teaching reading comprehension by using Lapbook can be effectively applied to junior high students and to help the teacher build a good situation in the classroom with a creative medium.

B. Research Problems

Based on the background above, the research problems formulated by the researcher are:

1. Is the use of Lapbook effective to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016?
2. How strength is the use of Lapbook effective to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016?

C. Research Purpose

Based on the research problem that the researcher formulated, the research purposes in this research are:

1. To find out wheather the use of Lapbook is effective or not to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016.
2. To find out the strengthens of Lapbook effective to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016.

D. Research Significances

- a. To the Researcher

By conducting this type of research hopefully the researcher will get more knowledge about how to use Lapbook in order to explain the material to the students effectively.

- b. To the Students

Lapbook medium may motivate the students in the teaching and learning process and make students' interest in reading comprehension.

- c. To the Teachers

Lapbook medium was expected to give new information about various teaching methods used by the teacher in teaching learning process and it is hoped to be applied in classroom teaching learning process.

d. To the School

The significant result of this study that hoped will be getting from the school is that can be a reference in giving instruction to the each teacher in school in order to teach the students effectively and interestingly.

E. Scope of Research

1. Research Variable

According to Mackey & Gass (2005:101), Variable is something that may, vary from person to person, text to text or object to object. There are two main variable types as follows :

a. Independent Variable

In this research, The independent variable is the one that we believe may “cause” the result. In line with this, Fraenkel and Wallen (2009:42), an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Therefore, the independent variable of this research is “The use of Lapbook” which is covering the process of implementing of the medium.

b. The second variable is dependent variable , it is known as the results of a change of the independent variable. Creswell (2012:115), a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. It means, the dependent variable automatically affect by the independent variable. The dependent variable of this research is “ students’ reading comprehension”.

2. Terminology

The researcher provides the following explanations which are used in this research. The terms are below:

- a. Reading Comprehension : an active process of constructing meaning, not skill application. It is the ability to comprehend and summarize text. Summarizing requires readers to focus on the major elements of a text and to decide what is important.
- b. Descriptive text : descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance : our pets or a person we know well.
- c. Lapbook : mini book and folded display materials that provide drawing, stories, graph, and others from any topic or book you chose.
- d. SMP Negeri 1 Nanga Pinoh : is one of the state schools in Melawi Regency. It is located on Juang street KM.1 Nanga Pinoh Melawi Regency.

F. Research Hypotheses

In quantitative research, the temporary answer of a research problem is called hypothesis. Whereas for qualitative research there is no hypothesis, it is called the basic assumption of research. Typically, quantitative research is using hypothesis, especially for research that uses two or more variables. Hypothesis is used to give a temporary answer to the research problem.

Singh (2007: 54) states that hypothesis is a tentative solution of a problem. With this in mind, hypothesis is a temporary answer suggested as a solution to a problem or as an explanation of some phenomena. Because, it is still a prediction not an exact result of a research question. Precisely, conducting a research is to find out the real answer of hypothesis that point out by the researcher. Therefore, In this reseach, the hypothesis is divided into alternative hypothesis (H_a) and null hypothesis (H_0). The hypotheses in this research are:

1. Alternative Hypothesis (H_a)

Alternative hypothesis is a solution that accepts the medium applied. The alternative hypothesis in this research is the use of Lapbook effective to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016.

2. Null Hypothesis (H_0)

Null hypothesis is a solution that against the medium applied. Therefore, the null hypothesis in this research is the use of Lapbook is not effective to teach reading comprehension in descriptive text to the eighth grade students of SMP Negeri 1 Nanga Pinoh in the academic year of 2015/2016.