

# **CHAPTER I INTRODUCTION**

This chapter discusses some topics related to the background of the study, problem statement, purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms that will be used in this research.

## **1.1. Background of the Study**

Language is one of the skills that are important in social interaction with other individuals. Through language, individuals can understand of life. Language also allows other individuals to express their mind and feelings for each other. Language is also directly related to education, because language is a tool for thinking, so that language also becomes very important in the learning process, especially for students. Essentially, the purpose of language teaching in schools is to improve their skill, such as listening, speaking, reading and writing. Therefore, language is needed a lot of vocabulary. However, there are some individuals who have a limited vocabulary; it means student who have difficulty in language learning, they have difficulty in communicating and expressing their feelings.

Reading is one of the important roles that an individual can learn a variety of information. In more advanced societies, reading is a necessity. Most of the information is presented in writing and only be acquired through reading. Newspapers, magazines, prescription drugs, menu, and even the visual information (television) is need reading ability.

In the process of teaching and learning English, mastering the four language skills becomes an important goal for students in English, namely listening , speaking , reading and writing. Reading is one of the most important goal for the EFL learners. According to Anderson in (<http://nccur.lib.nccu.edu.tw>) he says that by reading we can make greater development in all academic areas, because reading is an important skill for EFL / ESL students.

As Bowman and Bowman in Rini Widi Astutik (2013:2) stated that reading was the right media to promote life-long learning. It means that by reading the students can explore the knowledge to get their life purpose so that they would get prospective future.

According to Dechant in Safitri (2011:2) the purpose of all communication comprehension of meanings. It means that we do not just read the text but we have to comprehend the content and the total meaning of the text. Teacher must be wise in choosing the way that is used in teaching reading comprehension. Teacher must think how students will not give up in finding the idea of the text, how students will be enjoy in comprehending the text.

In Indonesia, teaching and learning process in the class does not get successful enough. One of the reason is the way to teach students in the class, is not suitable in teaching and learning process. In most of the class, teacher still uses traditional method, the teacher explained in front of the class, while the students only have a nice sitting and listen to the material explained by the teacher. Therefore, the creativity of the teacher is needed, so that the students will not feel bored in teaching and learning process. If the student was bored, they will not listen to what is conveyed by the teacher. In fact, attention to the teaching of

listening as one important means of communication reception. Especially for students who have low ability in English. They tend to ignore the material which is provided by the teacher. So they have a low value in English.

One of the teachers' creativity is teaching method and instructional media. So that teaching and learning can take place effectively. The use of appropriate method and media to add the improvement of children's reading skills and listening is very important.

One of alternative ways to teach English is cooperative method. In cooperative method or cooperative learning (CL), students make small groups and work together. In addition, it has cooperative goal structure. Students can get their goal if other students also reached their goal. So, they must cooperate each other in their groups. According to Johnson & Johnson (1995) in Houghton Mifflin (<http://college.cengage.com>) CL methods had been proven effective in increasing students motivation for learning and self self-esteem, increasing performance on tests of comprehension, reasoning and problem solving.

There were many cooperative learning methods that had been developed nowadays. They were Two Stay Two Stray, Make a Match, CO-OP CO-OP, Learning Together (LT), STAD, Jigsaw, Cooperative Script, Group Investigation, Numbered Heads Together (NHT) and Course Review Horay (CRH). The researcher used one of those methods. It was Course Review Horay (CRH) method.

According to Widodo in Natalia Ernawati (2009:3) " Course Review Horay " is one method of cooperative learning with review comprehension testing using a box filled with numbers to write down the answer, and for students who

answer correctly they will get checklist (√) and for students who get checklist vertically they should be shouted “horay” or another yell. This method provides the opportunity for students to learn and have fun as motivate students to try to get the value "horay" as an indication that their answers are correct. This method is expected that students may train co-operation in resolving problems with the formation of the group, this learning is very interesting and can encourage the students to be active. CRH is a useful method , the students can learn actively and expected that they can get a high scores.

From those problems and some statements above, the researcher will try to test the theory about the effect of Course Review Horay in Reading Comprehension of the Seventh Grade Students at SMP Muhammadiyah 4 Giri. Researcher chosen seventh grade because students was studied about reading comprehension. The researcher hope that the students can be able to comprehend reading especially about recount, narrative, procedure and descriptive texts. The researcher only took reading about descriptive text because it was appropriate with the syllabus.

Based on the explanation above, the researcher hope that CRH method can be an alternative method to improve students’ reading comprehension. In this method, the researcher will point student to present discussion result. So, all students or each students in group have responsibility for discussion result.

## **1.2. Problem Statement**

Related to the background of the study, this study is discussing about the effect of Course Review Horay in reading comprehension for the seventh grade

students at SMP Muhammadiyah 4 Giri, the writer would like to present the statement of the problem that will be analyzed by the researcher is that:

“Does Course Review Horay significantly effect students’ ability in reading comprehension for the seventh grade students at SMP Muhammadiyah 4 Giri?”

### **1.3. Purpose of the Study**

Based on the problem statement above, the purpose of the study is :

To find out the significant effect of Course Review Horay in reading comprehension for the seventh grade students at SMP Muhammadiyah 4 Giri.

### **1.4. Significance of the Study**

The researcher conducts this study in order to find the effect of Course Review Horay in reading comprehension for the seventh grade students at SMP Muhammadiyah 4 Giri.

It is hoped that this study can give contribution particularly in teaching learning process, specifically for reading comprehension of English in junior high school. The significant of the study can be useful theoritically and practically.

#### **1.4.1 Theoritical of significance**

This study attempes to test the theory of Course Review Horay in students’ reading comprehension. This study does not offer the best method but one effective model in teaching reading comprehension.

### **1.4.2 Practical of significant**

It is expected that the result of this research will give some significant input for the English teachers, students and the researcher.

#### **a. For the English teacher**

For the teachers, the result of this study will help the teachers to know why many students get difficulty in reading comprehension performance although the teachers have taught the material. This reasearch is also expected to inspire the English teacher to make students interested in improving their skills by using CRH method as a additional method in teaching reading comprehension.

#### **b. For Students**

The researcher hoped the use of CRH method can motivate the students to learn English by reading a lot because with a lot reading it would add their knowledge.

#### **c. For Researcher**

The researcher will get more knowledge by doing this research. The reseacher also gets new experience which will be useful for this time and for the future. For those who want to observe teaching learning method will probably need to read this thesis as one of their references. This thesis discusses about specific method in teaching learning process that still need to be developed in the future research.

Finally, the study has practical implication for students. This study shows that this strategies are effective, it can encourage the activeness of the students in the classroom and improvement their skill in reading comprehension achievement. Moreover, for the students, the result of this study is hoped to help them that they

will be able to comprehend especially in reading class and it motivate them to get good score when they have reading test.

### **1.5. Scope and Limitation**

This study focused on the effects of Course Review Horay in reading comprehension for the seventh grade students at SMP Muhammadiyah 4 Giri. The researcher does not use randomization because it is impossible to change class arrangement, so that experimental group and control group become equal. And the researcher limits this study to focus on literal comprehension in descriptive text. Literal comprehension means that the reader needs to understand ideas, locating information of using context clues to supply meaning and information explicitly stated in the reading material. It includes, find the explicit information of the text, find the implicit information of the text and find the meaning of the certain word from the text. The researcher limits this study because it is one of reading focus of seventh grade junior high school students in the second semester.

### **1.6. Hypothesis of the study**

Based on the problem presented above, the hypothesis is formulated as follow:

There is a significant effect of Course Review Horay in reading comprehension for the seventh grade students at SMP Muhammadiyah 4 Giri in the academic year 2013/2014.

## 1.7. Definition of Key Terms

There are some terms used in this study that need to be defined in order to avoid misunderstanding. These terms are defined as follow:

**Effect** is consequence, effective, results and succes of an effort or action, in this case the effect can be achieved or not of specific instructional objectives that have been implemented.

**Course Review Horay** is one method of cooperative learning with review comprehension testing using a box filled with numbers to write down the answer, and for students who answer correctly they will get checklist (√) and then for students who get checklist vertically they should be shoute “horay” or another yell.

**Reading comprehension** is process of reading in which the reader understands, extracts, and constructs the meaning of the text which consists of four levels: the literal, eliciting, evaluative and creative.

**Descriptive text** is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out much information about certain people, things, and place clearly detail.