

CHAPTER I

INTRODUCTION

In this chapter the researcher would like to discuss about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, hypothesis of the study and definition of key terms which will be used in this study.

1.1 Background of the Study

Generally, the aim of teaching reading is to develop the student's ability to read the material, get information and understand about the text and also comprehend the meaning of the texts. However, many students of Senior High School have a lot of difficulties in reading comprehension and less competence in their language learning. According to Rachim (2008:12) Reading is not easy because the process to obtain reading ability is quite complicated. This complicated process in reading is due to the "act of reading that involves many things like visual activity, psycholinguistics thinking and metacognitive". Additionally, Ary Setya Budhi Ningrum (2015) says that to comprehend reading is not easy, especially when readers are dealing with new vocabularies and structures which they have not mastered yet. What teachers usually do in class is leading the students, as readers, to focus on the elements and information in the text.

However, some problems can be seen from reading comprehension especially in Senior High School. One of them is about the student lack of vocabulary. According to Cain and Oakhill (2011), reading influences vocabulary

development; however, when students do not read fluently or regularly, their vocabulary skills are impacted. Strong vocabulary skills are needed to aid a student's ability to read proficiently (Taylor et al., 2009). Additionally, Caccamise and Snyder (2005) reported that vocabulary knowledge positively affects reading comprehension and academic performance. During reading, students continually process words to create meaning, and without a strong vocabulary base, students will struggle to understand what they have read.

The second problem is about the student difficulty to understand and comprehend the text. According to Dhaniar Setiana (2015) states that the students have difficulties in comprehending texts and it causes the students generally don't understand the texts being read. Additionally, Khoirul Fajari Marwan (2014) says that for some cases, reading comprehension is also about understanding instructions through texts. Evi Andi Yani (2013) says that many students have low skill in reading texts. They are able to read the text but they have difficulties in understanding the passage and they are hardly able to retell the content of the text they have already read.

The third problem is the students feel bored and not interest in learning reading comprehension. Khoirul Fajari Marwan (2014) also states that reading is often dealing with long texts. Unfortunately, many students get instantly bored just after their first sight when getting such texts. Moreover, their boredom easily leads them either into lost motivation or low awareness. The students feel bored it may cause the teacher still used traditional method and does not use interest media and technique in teaching reading. According to Dhaniar Setiana (2015) says that

the monotonous learning activity will make the students not interest in reading activity. Mostly, the teacher drilled the students in reading aloud and answering comprehension questions. The students are not given more opportunities to explore the knowledge by themselves. So, it makes students passive and don't get engaged in the teaching learning process.

To make reading easily and interest for the students, teacher should use reading method. There are many methods on teaching reading such as Number heads together, bamboo dancing, Example non example, inside outside circle, etc. In this research, one of them that can be used by the researcher is inside outside circle method. According to Spencer Kagan, (1994: 22) in Riza (2015) Inside-outside circle is one of teaching learning English method to develop students' reading ability. Additionally, Riza Romanza (2015) says that inside outside circle as a method to make the students more active in reading and they also feel more closely with the other friends. By this method, teacher can change the class atmosphere from boring situation to fun situation and it also can increase the students' comprehension.

Diah Fitria Rahmawati (2013) says that inside outside circle game is very appropriate to be applied to the students who have passive characteristic, because it makes the students more active in teaching and learning process. The students do not fell bored, but more enthusiastic to follow the teaching and learning process. Inside outside circle is one of the methods in a cooperative learning. This method can't be used for individually but it can be used in a group, because the students have to share information to their partner or friends in a group.

According to Suprijono (2009:97) inside outside circle method is the students have to work of in a pairs, change their pairs and share the answer, discuss in a big group, and have a class discussion.

Many researchers had conducted the studies to know the effectiveness or to know the effect of inside-outside circle method in language teaching and learning, such as a study was conducted by Nila Umamil Khoiriyah (2017) that investigated the effectiveness of using inside-outside circle technique toward students' achievement on speaking. The result of this study showed that there was significant difference between students speaking achievement before and after being taught by using inside-outside circle technique. This study used pre-experimental research design. The subject of this study consisted of 28 students at VIII B class of MTs Sunan Kalijogo Rejosari. The homogeneity testing of this study conducted to know whether the data gained had a homogeneous or not and the result showed that the data was not homogeneous because the significance value was lower than 0.05 ($0.004 < 0.050$).

A researcher used Inside-Outside circle Method also was conducted by Armi Sanytasari (2011) that investigated the use of inside-outside circles technique in improving the students' ability in writing short functional text. The result of this study showed that there was a significant difference in terms writing achievement between experimental and control group. In spite of the well organized of inside-outside circles technique implementation, it had some mistakes done by the students in their post test, especially in the aspect of grammar and vocabulary.

A study was conducted by Ida Ubaidah Hidayati (2015) that investigated the effect of inside-outside circle technique and numbered head together methods on high and low interest students' reading comprehension. The result of this study showed that there was no significant difference in students' test score between low and students with high interest because the significance level higher than alpha 0,05 ($0.591 > 0.05$) so, H_a was rejected and H_o was accepted. The researcher asserted that the non-significant result could be possibly caused by the time span of treatment, she conducted the treatment only twice because of the researcher had no authority to do more and she used the class that was not belong to her, thus it was suggested to the other researcher to conduct the treatment more than twice.

Other study were conducted by Miftahul Khoiriyah, Sesmiyanti, and Riny Dwitya Sani (2016) that investigated the effect of inside-outside circle strategy in improving student's speaking ability. The result of this study showed that there was not effect inside-outside circle strategy in improving speaking ability. It could be possibly caused by the procedure of Inside-Outside Circle Method that used by the teacher was too long, so the time spent in teaching and learning was not enough.

Based on the review above, the previous studies indeed concern on investigating the effectiveness and the effect of inside-outside circle method with various variables, but in the present study, the researcher will conducted the study in reading comprehension because there was previous study unsuccessful in reading comprehension. The researcher conducted the study using Inside-Outside

Circle Method in reading comprehension with different material that was narrative text. So far, the researcher does not find any study which attempt to investigate the use of Inside-Outside Circle Method in different material or text type which is only focus on narrative text. The researcher also conducted the study in Senior High School, because there was no previous study that conduct Inside-Outside Circle Method in reading comprehension at Senior High School. In the present study, the researcher chooses the students of SMA Nusantara Balongpanggang because this school has the same problems with this study.

Therefore, considering the case above, the researcher interests to conduct this study. The researcher hopes that this study will make contribute to the other researchers in this era. Based on the explanation above, the researcher is interested in conducting a research to investigate the effect of using Inside-Outside Circle Method to the students' reading comprehension at SMA Nusantara Balongpanggang.

1.2 Statement of the Problem

From the background of the study above, the research question can be formulated as follow:

Is there any significant effect of using Inside-Outside Circle (IOC) Method to the students' reading comprehension by using narrative text at the eleventh grade students of SMA Nusantara Balongpanggang?

1.3 Purpose of the Study

The purpose of this study is to investigate the effect of using Inside-Outside Circle (IOC) Method to the students' reading comprehension by using narrative text at the eleventh grade students of SMA Nusantara Balongpanggang.

1.4 Significance of the Study

a. Theoretical Significant

Theoretically, the results of the research can give useful information for the future classroom research with the similar problem of students' reading comprehension.

b. Practical Significant

Practically, this research also can be guidance for teachers and students.

❖ For the researcher

It will probably be used as reference for those who want to conduct a research in an English teaching process. This research can contribute to the future research, to help and find out the best technique for teaching reading.

❖ For the students

This activity allows the students to improve their reading comprehension because they will learn a lot from their friends. The students use the language to express something, and to make the students easier to explore their skill and comprehend in reading skill by inside-outside circle method.

- ❖ For the English teacher

This research can be used for the teacher as an alternative strategy which can improve students' reading comprehension in the classroom.

1.5 Scope and Limitation

In this study, the researcher makes scope and limitation. So, the scope of this study is that the researcher focuses on students at eleventh grade in first semester of SMA Nusantara Balongpanggang. Eleventh grade are the population and for sample are XI Science class and XI Social class. The researcher will be used narrative text with four kinds of narrative text as the topic, those are Legend, Myth, Fable and Fairytale. Meanwhile, the limitation of this study focuses on the effect of using inside-outside circle method to the students' reading comprehension by using narrative text.

1.6 Hypothesis of the Study

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

H₁ = There is significant effect of using Inside-Outside Circle method to the students' reading comprehension by using narrative text at the eleventh grade of SMA Nusantara Balongpanggang

1.7 Definition of Key Terms

To avoid misunderstanding between the researcher and the reader regarded to the perception of this study, the definition of key term is needed.

- a. Reading Comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
- b. Narrative Text is one of the text types which is retell about an imaginative story with the purpose to entertain the readers.
- c. Inside-Outside Circle (IOC) is a method that requiring the students to make a circle inside and outside and work in pairs, change their pairs and share the answers, discuss in a big group, and have a class discussion.