

CHAPTER I

INTRODUCTION

This chapter presents an overview about background of the study, statement of the problem, purpose of the study, significance of the study, hypothesis of the study and definition of key terms which will be used in this study.

1.1 Background of The Study

Reading is one of important skills in learning English which must be mastered by the students. Harmer (2007) states that reading is useful activity for the students' language acquisition because it can increase their information. To get the information from the text, the students must comprehend what the writers say in their text. Because according to Nystrand (1986), reading is a dialogue between writer and reader by the text. That is the reason why the students must read and comprehend the text. It is to know the writers' mean from the text. Baside that, reading also can improve students' vocabulary knowledge which is on their spelling and their writing (Harmer, 2007).

Based on Hellekjaer's (2009) statement, reading is a substantial activity to reach new knowledge, students need to gain effective strategies to cope with reading demands. So, in teaching reading, the teachers must have interesting method to increase students' skill in reading comprehension. One of them is teaching reading using instructional conversation.

Instructional conversation (Saunders & Goldenberg, 1999; Tharp & Gallimore, 1998) is one of class discussion methods which can be used by teacher in teaching reading comprehension because it can help the students to find the idea of the text and express what they have comprehended. According to Goldenberg (1991), instructional conversation is discussion-based lessons which is geared toward creating opportunities for students' conceptual and linguistic developments.

Instructional conversation is kinds of class discussion, Van den Branden (2000) said that discussion is for bridging the gaps between students' language ability and comprehension the text. This is supported by Wilen (1990), "Class discussion is an educative, reflective and structured group conversation with students". In addition, Mehan (1979) argued that there is no limitation of reading format which is usually teacher initiates an interaction by asking question, the students respond, then the teacher evaluates. So, in learning reading comprehension using instructional conversation method, the students do not only read the text, then find the idea but they can discuss what they have understood about the text to their peers. However, existence of teacher in instructional conversation method does not explain what the text tells about during he/she teaches reading comprehension but the teacher becomes facilitator and encourage students to explore their knowledge.

Some studies have explained that instructional conversation is a method which can increase students' reading comprehension and students' speaking skill. but those studies only used female students as the sample. Aidinlou and Tabeii (2012) in their reserach, *The Effect of Using Instructional Conversation Method*

on Reading Comprehension of Iranian EFL Students. The data of his study concluded that combination of two methods, namely instructional conversation and traditional method, was most influential in helping to second language female students to increase reading comprehension.

Next is *The Effects Of Using Instructional Conversation Method On Speaking Skill Of Iranian Intermediate Efl Learners* by Ghaffari and Fatemi (2015). The result showed that Students' use of instructional conversation not only developed their understanding of the language via interaction, but also it increases their speaking abilities by interaction.

The last is still from Ghaffari and Fatemi (2016), untitled *The Effects of Using Instructional Conversation Method on Oral Autonomy of Iranian Intermediate EFL Learners* stated that the experimental group significantly outperformed the control one in oral autonomy questionnaire.

From some previous studies above, the researchers only used instructional conversation as a method to female students in teaching reading comprehension and speaking skill. They did not use male students as the sample in their research.

Other research from Yusuf Hanna (2011), entitled *The Effect of Using Instructional Conversation Method in Teaching Reading Comprehension in Selected Junior Secondary Schools in Kaduna Metropolis* showed that significant differences in the performance of students taught reading comprehension using Instructional Conversation method. She used male and female students as the sample in her research.

Based on explanation above, it can be concluded that instructional conversation is a method which can help students in increasing their reading

comprehension and speaking skill. Some previous studies showed that instructional conversation only used to female students as the sample but there was the research from Yusuf Hanna who used male and female students as the sample. Here, the researcher wants to do the research by the title *The Effect of Instructional Conversation on Reading Comprehension of Male Students at SMK Daruttaqwa*. It is taken based on the previous study's suggestion (Aidinlou and Tabeii (2012).

1.2 Statement of The Problem

Based on the explanation above, the problem of this study is formulated in this question form:

“Is there any significance difference in reading comprehension between male students who are taught using instructional conversation with male students who are taught using oral reading?”

1.3 Purpose of The Study

Based on the statement of the problem above, the purpose of the study is to find out the significance difference in reading comprehension between male students who are taught using instructional conversation with male students who are taught using oral reading.

1.4 Significance of The Study

Researcher hopes that this study gives theoretical and practical significance such as:

a. Theoretical Significance

- Give theoretical contribution about students centered learning in English Language teaching using instructional conversation.
- Give theoretical contribution for improving students' reading comprehension

b. Practical Significance

- Teacher

The researcher hopes this study gives new information for teacher in teaching reading. Teacher can try to implement the strategy that is instructional conversation for improving students' reading comprehension in the classroom.

- Students

Through this study, researcher hopes that students encourage studying English especially in reading comprehension. Through instructional conversation, it can make students get information from themselves independently.

- Other Researcher

This study can be preference for the next researchers in improving students' reading comprehension using instructional conversation and also they can enhance the gap of this study to be better.

1.5 Hypothesis of The Study

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

“There is significant effect of instructional conversation on reading comprehension of male students for eleventh grade of SMK Daruttaqwa in the academic year 2016/2017.

1.6 Definition of Key Terms

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

a. Reading Comprehension

It is the readers’ understanding in interpreting the text and message which are based on the students’ knowledge and experience.

b. Instructional conversation

It is one of class discussion methods which can help students to comprehend the text easier and increase their understanding about the idea of the text.