

CHAPTER I

INTRODUCTION

This Chapter covers the background of the Study, Problem of the Study, Objective of the study, Significance of the study, Variable of the study, Scope and Limitation of the study, Hypotheses, Definition of keyterm, and Framework of the discussion.

A. Background of The Study

English plays an important role in Indonesia. It is a tool of the international communication, so english becomes one of the foreign languages which is taught at senior secondary school. One of the purpose of english learning is to make students are able to read and comprehend a text. Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when asked what the students have only read, the students are unable to respond. In Gordon, it is stated that low speeds do not automatically give better comprehension and higher speeds do not automatically give poorer comprehension. It supports that the students may score high in terms of reading rate or fluency, but the students are not really good readers. A good reader is someone who has a purpose reading, whether it to look for specific information or to read for pleasure. When reads a text, a good reader is involved in a complicated thinking process.¹

¹Gordon Wainwright.2007.How to Read Faster and Recall More. United Kingdom : How To Content, a division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX. P. 35

According to Anderson, Hiebert, Scott, & Wilkinson, (1985); Jenkins, Larson, & Fleischer,(1983); O'Shea, Sindelar, & O'Shea, (1987) in Janette K. Klinger, et all, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. World knowledge and word meaning influence the students' understanding. The more the students read and learn about the topic, the easier the next passage on that topic will be for the students to understand.²While Gordon states that “reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards”.³

Furthermore, english has four skills; they are listening, speaking, reading and writing. Listening is to comprehend the use of language and language orally. Speaking is to express our ideas or communicate orally. reading is to comprehend the use of language written. Last, writing is to express our ideas in written. Each of skills has a crucial role in english for instance reading.

Reading is useful for other purposes such any exposure to english (provide students understand it more or less) is a good thing for language students. At the very least, some of language sticks in their minds as part of the process of language acquisition, and, if the reading text is specially interesting and engaging, acquisition is likely to be even more successful.⁴ Therefore, reading is essential

²Janette K. Klinger, Sharon Vaughn, and Alison Boardman,.2007. Teaching Reading Comprehension to Students with Learning Difficulties. London: The Guilford Press. P. 20

³Gordon Wainwright.2007.How to Read Faster and Recall More. P. 40

⁴Jeremy Harmer, *How to Teach English*, 1998.p. 68.

part that has to master by student in order they are able to learn English as good as possible so that they can improve their language acquisition.

The reason of the writer chooses direct method in teaching reading because it is important to know and as the material for teaching reading use direct method, especially narrative text and for the students get comprehend the questions in the text by using direct method. Actually, narrative text is a text that has purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds resolution. It is because most of the students have lacks of vocabulary besides the lack of the students' motivation for reading and the students' interest in reading the material. Mrs. Lidya Santi as the English teacher in SMA Muhammadiyah 1 states "Based on the result of the narrative task that shown almost all of the students got 60 points in answering narrative text based questions given. So that the result failed to achieve required standard 70. The fact shows that it is needed an improvement in teaching learning process to make the students are able to read and comprehend the text especially in narrative text. Direct method used in this study, because this teaching method is helpful to teachers who do not know their students' first language and this is a quick way for students to learn basic conversations skill.

Narrative kind of texts that taught at tenth grade where text also as one of text. In reading, the students should be able to read, detect, and select the right cues to form concepts or meanings. Besides that the purpose of reading is to

recognize word meaning, phrase sentence structure, and discourse analysis⁵. It could be taken a conclusion that the purpose of reading is the students should understand about the meaning of the text that was read by them.

The direct method is important to promote reading skill. This method is suitable to use in language learning. Therefore, the writer tried to apply a this method in teaching english at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya to know how is the effect of the method in teaching Narrative text in reading skill.

When using the direct method, the teacher wants students to speak as much as possible in the target language, but a student's ability to do so on their own may be limited. To get the students to speak in the target language above their current level, the teacher chooses passages from novels, plays, magazines or other sources and has students take turns reading aloud. Students are exposed to new words and receive practice with pronunciation, comprehension and speaking speed. Teachers using the direct method read aloud to students in the target language. The teacher reads a passage appropriate for the student's speaking level three times. The first time, students listen. The second time, the teacher reads the passage sentence by sentence, slow enough so students can write down what they hear. The third time, the teacher reads the passage normally and students check over what they've written to make sure it's correct.

Based on the case, the writer will give an alternative way to enrich learners' comprehension by using direct method in teaching and learning process.

⁵Endang Fauziati. *Teaching of English as a foreign language (TEFL)*. Surakarta: Muhammadiyah University Press, 2002 .P. 138

Therefore, learners get easy in understanding and studying english. Direct Method can also help to make class to be more active and lively.

Based on the reasons above the writer was interested in conducting the study:

**THE EFFECTIVENESS OF DIRECT METHOD IN TEACHING
READING AT THE TENTH GRADE STUDENTS AT SMA
MUHAMMADIYAH 1 OF PALANGKA RAYA.**

B. Problem of The Study

How does direct method give effect in teaching reading at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya?

C. Objective of The Study

The objective of the study is to measure the effectiveness of using direct method in teaching reading at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

D. Significance of The Study

Theoritically, it is expected that the result of the study can give contribution to support the theory on classroom technique. English as a second Language. Therefore, the English teacher should give a good method to develop them effectively.

Practically, the result of the study is expected to give significant contribution to the English teacher, one of the significant is that direct method in teaching english reading, especially narrative text a teaching method of teaching english that can be used by teachers as an alternative method to be applied in teaching learning strategy.

E. Variable of The Study

There are two main variable types : Independent and Dependent. The independent variable is the one that we believe may “cause” the result; the dependent variable is the one we measure to see the effects the independent variable has on it.⁶

There are two variables in this research :

Independent variable : Used direct method in teaching english reading (X)

X₁ :Experiment group is the group where direct Method will be applied.

X₂ :Control group is the group where direct method will not be applied.

Dependent variable : The result of the students’ scores who involved in this study (Y)

F. Scope and Limitation of The Study

The Study belongs to quasi experimental. It is only done to measure the effectiveness of using direct method, especially the effect of using direct method to enhance teaching English reading comprehension with the material narrative text.

⁶Alison Mackey and Susan M.Gass, *SECOND LANGUAGE RESEARCH(Methodology and Design)*, LEA,PUBLISHER MARWAH,New Jersey London, 2005. p.103

The writer focused on whether using direct method gives effect towards student's English reading narrative text score's at first grade students SMA Muhammadiyah 1 Palangka Raya in academic year 2013/2014.

Sample was taken by using cluster sampling where there were two classes that divided as experiment and control classes.

G. Hypotheses

There are two hypotheses on this research. They are alternative hypotheses (Ha) and null Hypothesis (Ho).

Ha : Direct method gives effect in teaching reading at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

Ho : Direct method does not give effect in teaching reading at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

H. Definition of Key Terms

1. Effectiveness

The extent that a program or service is goals and objectives. It means that, the effect of using direct method towards students' english reading score at first grade of SMA Muhammadiyah 1 Palangka Raya.

2. Direct Method

The direct method, sometimes also called *natural method*, is a method for teaching foreign languages that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900.⁷

3. Teaching

Teaching is guiding and facilitating learning, enabling the learning, enabling the learner to learn, setting the conditions for learning⁸.

⁷[http://www2.uni-wuppertal.de/FBY/anglistik/multhaup/method-elt/u direct method. Html](http://www2.uni-wuppertal.de/FBY/anglistik/multhaup/method-elt/u%20direct%20method.Html).7R.(online on December 17th 2014)

⁸Douglas Brown. *Principles Language Learning And Teaching*, Fourth Edition. San Francisco:State university.2000 P. 3

4. SMA Muhammadiyah 1 Palangka Raya

SMA Muhammadiyah 1 Palangkaraya a formal educational institution established by Muhammadiyah Persyarikatan on December 12, 1977 under the auspices of Majelis / Teaching Education and Culture section with Muhammadiyah Central Executive Decree Majelis Teaching Education and culture No: 4154/II-1/KTG-77 / 1983 under the name of high School Muhammadiyah. After acting with other educational institutions in the nation, continues to grow from SMA Muhammadiyah registered-recognized status, and subsequent levels of accreditation equated by Decree of the Director General of Primary and Secondary Education No: 011/C/Kep/I/1989 dated February 1 1989. SMA Muhammadiyah. Muhammadiyah University complex occupies an area on Jl. RTA. Milono Km. Palangkaraya 1.5 together with the other Academic Civitas SMP Muhammadiyah, Muhammadiyah University of Palangkaraya and Secretariat Regional Chairman of Muhammadiyah Central Kalimantan with land size of 20,600 meters persegi. Dated July 31, 2005 SMA Muhammadiyah 1 Palangkaraya accredited "A" (A) by certificate of Accreditation issued Schools Accreditation Board Number 34/Bas.Prov/Ktg/VII/0

I. Framework of the discussion

The frameworks of the discussion of this study are :

- Chapter I : Introduction which consists of background of the study, Problem of the study, Objective of the Study, Significance of the Study, Variable Of the Study, Scope and Limitation of the Study, Hypotheses, Defintion of the keyterm, and Framework of the discussion.
- Chapter II : It is about theoretical review of the study that consist of Previous of the study, Teaching Reading at Senior High School, Level of Comprehension, Teaching Reading by using Direct Method, The Strengths and Weaknesses of Direct Method
- Chapter III : This Chapter discusses about research methodology consist of research design, Approach and type of the stduy, Population and Sample, Instrument of the study, Data collecting techniques, Research Instrument Research Instrument Try Out, Research Instrument Validity, Research Instrument Realibility, Data Collection Procedures, Data Analysis Procedure.
- Chapter IV : This Chapter discusses about Data Presentation, The result of data analysis, and Discussion.
- Chapter V : This Chapter discusses about Conclusion and some suggestions based on the resut of the study