

CHAPTER I

INTRODUCTION

A. Background of Study

The purpose of national education system is transferring value to others that expected to find and create something new, so the subject of education, especially teacher as an educator must be able to present good quality education. Ahmad Tasfir stated that education as a guide or leadership with consciously by teacher toward students' physical and spiritual development to the primary personality.¹ Therefore, it can be concluded as activities and humans' effort to increase their personality, in a physical although spiritual personality.

In the information and communication technology development, we were required to do a great thing in the national educational system. It was designed to follow the principles of education and focused on students' activities to construct meaning or understanding. Thus in the teaching and learning activities, teachers should encourage their students to use the authority and

¹ Ahmad Tasfir, *Metodologi Pengajaran Agama Islam*, (Bandung : PT Remaja Rosdakarya Offset, 2008), p. 6.

responsibility to create the situations more initiative and having motivation.

Success or failed of educational goals depends on how the learning process of the students and the teachers. According Baharudin and Esa Nur Wahyu, the learning process is a series of activities on the nerve center of student that occurred in the abstract, because there mentally and cannot be observed. Therefore, the learning process can only observed if there is a change in the behavior of someone who is different from the previous, such changes can be in terms of cognitive, affective and their psychomotor.² To achieve the success of these three aspects, many factors come into effect. One of the factors is teacher. The teacher as a facilitator in learning should be able to plan in the interesting learning effectively.

In learning English, students will concern how to be a master in the language. Ramelan states that language is said to be social, because it is only used in a social group which involves at least two persons, the

² Baharudin dan Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran*, (Yogyakarta: Ar-Ruzz Media, 2012), p. 16.

speaker and the hearer.³ It means that language is very important to communicate with another people and not only used in the daily conversation but also in education, business, etc.

In the learning language, there are four skills that should be mastered by students, they are listening, speaking, writing and reading. Reading is one of the most important and necessary skills. Frank Smith said that:

Reading is the most natural activity in the world. Then he explains that the word “reading” is properly employed for all manner of activities when endeavor to make sense of circumstance: its original meaning was “interpretation”. And this contains the meaning that people do read to understand the weather, the state of the tides, people’s feelings and intentions, stock market trends, animal tracks, maps, signals, signs, symbols, hands, tea leaves, the law, music, mathematics, minds, body language, and others.⁴

It means that learning how to read in English is very important for many language learners, because

³ Ramelan, *An Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1991), p. 14.

⁴ Frank Smith, *Understanding Reading: a Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates, 2004), p. 2.

through reading they can understand everything that they want by using maps, symbols, mathematics, and etc. Reading skill also gives some contributions that very important for students and human work.

According to William Grabe and Fredricka L. Stoller, reading is one of the linguistic skills that people should have in order to communicate in English fluently. Mc. Donough and Show state that reading is one of the most important skills. Reading is the ability to draw meaning from the printed page and interpret the information appropriately.⁵ Reading also provides opportunity to study language and it is a part of the process of language acquisition.

Reading comprehension is the ability to construct a meaning from the text. The reader should be able to construct the meaning internally from interacting with the material that is read. So for students, they are expected not only be able to read the text but rather than reading with comprehension, because the fundamental

⁵ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p.9.

goal for any reading activity knows the language, includes comprehending or understanding.⁶

Every people always read a simple text, such as novels, textbooks, etc. There are many types of texts (genre). Those are literary texts, factual texts, monologue texts, and functional texts. For those all, there are many categories of genre for instance, descriptive, narrative, recount, report, procedure, exposition, discussion, etc. The term “genre” is used to refer to particular text types, not to traditional varieties of literature.

Rudi Hartono states that he divided genre into two categories, those are story genres and factual genres. Story genres included narrative, news story, recount, anecdote, and spoof. Whole factual genres included procedure, explanation, report, exposition, discussion, description, review, and news item.⁷

Narrative is one of genre which is taught in Junior high school. It is taught by teacher to make students understand and convey the moral value to them. When

⁶ Sukirah Kustaryo, *Reading Technique for College Students*, (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 1.

⁷ Dista Devitasari (104014000289), “*The Effectiveness of Using Pictures in Teaching Narrative Text*”, An Experimental Research at SMP Nusantara Plus Ciputat for Grade VIII in the Academic Year 2009/2010, Unpublished Thesis, (Jakarta: UIN Jakarta, 2009)

we read narrative, we imagine a scene which is associated with it. This is a process of recognizing content of the narrative. Reading narrative text is often referred to aesthetic reading because one reads it for enjoyment and pleasure. Children need to learn how to make visual images as they read narrative text.⁸ But in my experiences, many teachers do not use new method or new way to teach narrative and still using conventional method. Teachers just explain the generic structure and language feature. So, students will be bored, unmotivated, and did not care with the materials.

Based on my interview with some second grade of MTs N Sumber Rembang, the condition above was happened even more complex when they learn reading narrative text. There are some difficulties involved by students of MTs N Sumber Rembang in mastering reading narrative text. The most common difficulty is less vocabulary and comprehends the text. Narrative text was presented with pictures, and students understand it with the picture not the text. The second difficulty is pronouncing the text. Students are still difficult with

⁸ J.Farris, Pamela, and J.Fuhler, Carrol, *Teaching Reading Balance Approach for Today's Classroom*, (New York: Mc. Graw-Hill Companies, 2004), p. 477.

their pronunciation. Pronunciation is very important in English. Because if they are wrong in pronunciation, thus appear different meaning. Students tend to ignore with their pronunciation. The third difficulty is read fluently. It is also important, because the listener will interest with the text. Therefore, teachers need to find a good way in reading narrative text.

Seeing the condition above, it is the responsibility of teachers to create favorable conditions for learners to use the learning that can attract attention and raise their motivation to learn using one method, to improving achievement in the learning process teacher must choose the right method as one component in teaching and learning. The method is a way to get something. The definition of teaching methods is the means used to implement the plan that has been prepared which is formed in a real and practical activities in the learning objectives.⁹ One of technique which can be used to teach reading narrative text is Course Review Horay (CRH). It is one of cooperative learning technique developed by Miftahul Huda. He states that CRH is learning model

⁹ M. Hanafi, *Pembelajaran Sejarah Kebudayaan Islam*, (Jakarta: Direktorat Jenderal Pendidikan Islam Department RI, 2009), p. 195.

that can create a classroom becomes happy and interesting for any student who can answer correctly, and then the student is required to shout “hurray”.¹⁰

Considering the matter above, the researcher is interested in discussing “The Effectiveness of Using Course Review Horay (CRH) to Improve Students’ Achievement in Teaching Reading Narrative Text (An Experimental Study at Eighth Grade of MTs N Sumber in Academic Year 2015/2016)”.

B. Reason for Choosing the Topic

The writer chooses this topic due to the following reason:

1. Reading comprehension is the ability to construct a meaning from the text to learn by English learners.
2. Some English learners faced difficulties to comprehend the text especially on narrative text. They felt difficult to read comprehending the material taught by teacher because of lacking of method and media.
3. Narrative text consists of orientation, complication, and resolution. Students expected to understand the

¹⁰ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014), p.229.

text, it makes them confused. Finally, the students do not understand the plot of the whole story.

4. The teacher explains the material with classical ways, such as explaining in front of class, then asking students to answer questions. It makes students bored and difficult to understand the material. The condition also occurred at MTs N Sumber Rembang, the teacher uses classical way to teach the students. She only explains the material in front of class and gives test or assignment at the end of the lesson. In addition, the teacher is less experienced in using interesting method and media although the school has complete media equipment.
5. MTs N Sumber Rembang is one of the school which located in enclave area, and the eighth grade of MTs N Sumber Rembang have heterogenic intelligence of English.
6. The researcher wants to know the effectiveness of using Course Review Horray (CRH) On Reading Narrative Text at the eighth grade of MTs N Sumber Rembang in the Academic Year 2015/2016.

C. Research Question

Based on the description above, the researcher determines research question, that is: How is the effectiveness of using Course Review Horay (CRH) to improve students' achievement in teaching reading narrative text at the eighth grade of MTs N Sumber Rembang in the academic year 2015/2016?

D. Objective of the Research

This study has purpose to find out: the effectiveness of using Course Review Horay (CRH) to improve students' achievement in teaching reading narrative text at the eighth grade of MTs N Sumber Rembang in the academic year 2015/2016.

E. Limitation of the Research

The limitation of this research can be described as follow:

1. This research is about teaching of reading narrative text using Course Review Horay (CRH).
2. The object of this research is only the eighth grade of MTs N Sumber Rembang in the academic 2015/2016.

F. Significances of the Research

The result of this research gives some positive contributions to the English learning context and may be

beneficial for researcher, students, teachers, and the school.

1. This research will become evaluation for the readers who frequently use monotonous media and technique when teaching in the classroom, and it can be as a reference for next researcher.

2. For students

This research may motivate students who have problem in reading, especially in pronunciation and understanding narrative text. They also can communicate with their friends.

3. For teachers

The result of this research may help teachers to improve their methods and to minimalize the problem in the teaching learning process forced by teachers and students. In addition, teachers can apply this method in their classroom to make the teaching more interesting and enjoying.

4. For schools

This result of this study is hoped to be valuable for school by giving information that the method can improve the quality of the school.