CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays teaching English becomes important part with the existence of the globalization era. It is caused by all people in the world use English for communication both in the oral and written. Based on the fact above, English becomes one foreign language, which has to be mastered by all people in the world. That is why English has to be taught in all levels of education. Four skills in teaching English are listening, speaking, reading, and writing. Reading is one of the most important skills because it can help the learner to understand a reading passage.

In learning English students may find some difficulties to comprehend reading text. The low level of reading comprehension students prove that the teaching and learning process is far from being effective. Most of the students in Indonesia have some difficulties to comprehend reading text. In reality, many graduates’ students are still unable to retain knowledge about English.

Teaching and learning English in junior high school has its scope including competence to comprehend and to produce spoken and written texts through four skills: listening, speaking, reading, and writing, competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report. For this
reason the researcher must have various techniques in teaching genre to make the students more interested in teaching learning process.

Reading, one of the language skills, should be mastered well by the students because reading is an essential factor that influences one’s activity in communication. Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity, so that people usually says that reading is the way to open the world. Reading is interesting activity, because by reading, people can get some information widely without going anywhere.

The fundamental goal of any reading activity is knowing enough science concepts and knowing the language (i.e. comprehending/understanding) (Kustaryo, 1988: 1). These goals are expected to students in having a competence of comprehending and understanding the text because without the ability to read well for personal fulfillment, student will be lost the message of the reading passage.

Reading is one of the complex ways in learning English. Reading is a process of decoding message in which the students need their own experience and knowledge. Reading is such kind of activity to comprehend the writer’s ideas or the way the writer communicates with the readers by way of the written or printed word. (2010. www.if.la.org).

Based on the explanation above, reading is important for everybody in order to cope with the new knowledge by getting information from reading
text. Reading is such kind of activity to comprehend with the writer’s idea or way the writer communicates with the reader.

Teaching English is not easy because it requires motivation and creativity in order to make a good condition and achievement of English learning and teaching goal. Based on the observation carried out by the researcher, students in MTs N 1 Surakarta still find many difficulties in reading. For example, when the students read a text, they can not comprehend the text because the text is very long. For that reason, the students need an interesting technique to improve their reading comprehension.

In teaching reading at the first grade students at MTs N 1 Surakarta are still depend on the teacher and students have difficulty to comprehend in reading passage.

Based on the situation above, the researcher is inspired to conduct a study entitled IMPROVING READING COMPREHENSION OF FIRST GRADE AT MTs N 1 SURAKARTA BY USING FLASH CARDS.

B. Problem Statement

The problem in this research is formulated are as follows:

1. Can flashcard improve the student reading comprehension of the first grade students at MTs N 1 Surakarta?

2. How is the implementation reading comprehension by using flashcard for the first grade students at MTs N 1 Surakarta?
3. What are the students’ responses on implementation of teaching reading comprehension by using flashcard for the first grade students at MTs N 1 Surakarta?

4. What are the strengths and weaknesses on the implementation in teaching reading comprehension for the first grade students at MTs N 1 Surakarta?

C. Objective of the study

Based in the research problem above, the objectives of the research are as follows:

1. To describe improving reading comprehension by using flashcard first grade students at MTs N 1 Surakarta.

2. To describe the implementation of teaching reading by using flashcard for the first grade students at MTs N 1 Surakarta.

3. To describe the students’ responses on implementation of teaching reading by using flashcard for the first grade students at MTs N 1 Surakarta.

4. To describe the strengths and weaknesses in teaching reading comprehension by using flashcard for the first grade students at MTs N 1 Surakarta.

D. Limitation of the study

In this research, the researcher limits the study to make the research easier. In Junior High School, there are many ways to teach, but the researcher
focuses on the effectiveness of teaching reading by using flashcard for the first grade students at MTs N 1 Surakarta to improve their reading comprehension.

E. Benefit of the Study

It is expected that this research provides the following benefits:

1. Practically
   a. For the teacher:
      The researcher hopes this research will help them in teaching reading especially in teaching reading comprehension. The teacher can use appropriate technique to be applied in teaching reading. Although all of them are helpful for the students, the chosen techniques must be one that can motivate and improve the student’s mastery in communication.
   b. For the students:
      They are motivated more in learning reading so their reading comprehension may improve to be in turn used effectively in communication.

2. Theoretically
   a. The result of the research paper can be useful input in English teaching-learning process especially for teaching reading.
   b. The result of this research can be used as a reference for those who want to conduct in English teaching-learning process.
F. Research Paper Organization

To enable the writer in arranging the research and to make it easy to understand, the writer divides this research paper into five chapters, they are as follows:

Chapter I is introduction, this chapter presents the background of the study, limitation of study, problem statement, and objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory consists of previous study, the notion of teaching reading, notion of reading comprehension, teaching reading, teaching learning cycle method, notion of genre, teaching media, flashcard as a medium for teaching reading, and action hypothesis.

Chapter III is Research method. This chapter consists of the type of research, subject, object, research location, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is data analysis and result of the study.

Chapter V is conclusion and suggestion.