

CHAPTER I

INTRODUCTION

A. Research Background

Reading comprehension is very important to be mastered by students, because with the ability to read the understanding of students will be able to improve the ability to think, reason, and expand their horizons. In addition, with the ability to read understanding students are expected to understand the meaning contained in a reading as a whole and thoroughly.

Reading and reading comprehension is an inseparable unity, students who can read are required to understand what is read, so that the purpose of reading is achieved, because in reading it is necessary to understand vocabulary, which is connected between words and concepts, organize ideas, recognize the author's goals, make judgments and evaluate.

One of the most important reading skills is listening, speaking, and writing (Erika Sinambela, 2015:14). Reading must be mastered by students, because by reading students will acquire knowledge, information and problem solving learning. The word is an important factor in determining the level of understanding (Erika Sinambela, 2015:14).

Learning English is difficult for some students, because English is a foreign language, while students in everyday use the mother tongue or national language in communicating, resulting in low understanding of English students. As a result of observations made, teachers still use conventional approaches in the learning process, namely teacher-centered rather than student-centered learning. Students rarely get the opportunity to practice the acquired knowledge, so students have difficulty practicing English properly. Teachers often practice classically and not individually.

One of the problems that students often experience is that they do not understand the meaning of the word because of the lack of vocabulary they have, because reading is a boring activity. In addition, students also still have some difficulty in finding general and specific information, identifying key

ideas, identifying and implicit information, because English teachers do not know the teaching methods that are able to overcome student boredom.

Pearson and Johnson (in Zuchdi, 2000:23-24) state that: factors that can influence reading ability are linguistic ability, interests, motivation, and a collection of reading skills. Thus, students must have the ability to speak, interest and motivation to understand a reading.

Learning to read has been taught by teachers since elementary school because this is very important to do, through reading learning teachers can improve the reasoning and creativity of students. Therefore, it is necessary to use appropriate strategies in improving students' understanding of what is read.

One strategy that can be done is to use a firing line strategy. Firing line is a fast movement format that can be used for a variety of purposes such as testing and role playing, it offers continuous multiple spins, learners have the opportunity to respond quickly to questions asked or other types of challenges (Silberman 2012: 212). Firing line is one of the active learning strategies that can utilize learning groups to maximize learning.

Research conducted by Jawara (2013: i) said that the firing line strategy is very effective in learning in the classroom. Maharani (2015: i) concluded that the use of firing line strategies is more effectively used than using conventional methods to improve reading ability.

The selection of the right learning strategy in English learning will activate students and realize students that English learning is not always boring. Teachers are merely facilitators to form and develop knowledge itself, not to transfer knowledge. Through shooting line learning students are expected to improve student understanding.

Based on the background above, it is necessary to conduct research with the title effectiveness of using firing line strategies to teach reading comprehension (pre-experimental study in tenth grader of MAS Assalam Pontianak).

B. Research Problems

Based on the above, the problem of this research is formulated as follows:

1. Is Firing Line Strategy effective to teach reading comprehension to the Tenth Grade Students of MAS Assalam Pontianak?
2. How significant is the effect of Firing Line Strategy to teach reading comprehension to the tenth Grade students of MAS Assalam Pontianak?

C. Research Purposes

The purpose of this research isto know:

1. To find out is firing line strategy are effective or not to teach reading comprehension to the tenth grade students of MAS Assalam Pontianak.
2. To find out how significant is the effectiveness of using firing Line strategy to teach reading comprehension to the tenth grade students of MAS Assalam Pontianak.

D. Research Hypothesis

Hypothesis is temporary answer for problem of the research that has not been proven of unsubstantiated. This hypothesis to answer research problem of number one.It is a reasonable belief in doing investigation whether is becomes true or not. However, it gives the stong belief for the researcher to investigate the problem whitch is faced by students. Therefore, in this study the hypothesis can be states as follows:

- H_a : Firing line methode is effective teach reading comprehension to the tenth grade students of MAS Assalam Pontianak.
- H_o : Firing line methode is not effective to teach reading comprehension to the tenth grade students of MAS Assalam Pontianak.

E. Scope of Research

1. Research Variable

Variable is the object of research or something that become the concern. Singh (2006:136) stated that variable is a creature or aspect of an event function or process that by its presence and nature, aspects some other event of process, which is being studied. Two variable have been determined, they are:

a. Dependent Variable

Dependent variable is the variable a researcher is interested in (Khotari, 2004:77). The dependent variable is the variable that predicted a close relationship with the independent variable. The dependent variable in this study is student's ability reading comprehension.

b. Independent Variable

Independent variable is a variable believed to affect the dependent variable (Khotari, 2004:77). Independent variables is variable that affect the dependent variable. The independent variable in this study is the use of firing line strategy.

2. Terminology

The Operational definition in this Research as follows:

a. Firing Line Strategy

Firing line strategy is a form of learning process that emphasizes more students to move actively as the subject of learning that students hear, see, ask questions and discuss about subject matter.

b. Student's Reading Comprehension

Reading comprehension is the student's ability to understand the content of the writing correctly consisting of three elements: the reader, the text, and the activity or purpose for reading. Reading

comprehension involves the ability to figure out key ideas, specific information, and word meanings.

F. Significance of the Study

Benefits Research studies with respect to the effect of the firing line strategy to increase reading comprehension in the tenth grade of MAS Assalam Pontianak is as follows:

1. Theoretical Significan

This research can be used as a treasury of knowledge, especially the students' understanding.

2. Practical Significance

a. For studentS

- 1) The learning process more actively, because students participate directly in the learning process.
- 2) More focus on learning materials.
- 3) The student is to master the material because it is able to teach other groups during the presentation.

b. For Teachers

- 1) Being more focused in observing the development of student learning groups.
- 2) Being able to save energy for the next learning process.