

CHAPTER I

INTRODUCTION

A. Background of the Study

Students need to have good reading skill. Students can get much information from the written language around them in daily life. For instances many articles, dictionary, newspaper, magazine etc. Reading is one of the important skills in teaching learning process. Hornby (2004: 343) defines that reading is to look at and understand something written or printed. It can be said that reading is an activity where the reader transfers the information from the text by the way of understanding, grasping, interpreting, translating, and giving the meaning. By reading, people or students can get a lot of information as a way to increase their knowledge. In this case, students need to transfers the information from the text by the way of understanding, grasping, interpreting, translating, and giving the meaning from the text. Furthermore, Harmer (2007: 99) states that reading has a positive effect on getting any new information and knowledge by having good reading skill, tudents can get a lot of information as a way to increase their knowledge. In short, the students can improve their skills and knowledge by having good reading skill.

In other hand, there are many students who can not comprehend the English text. As it is known that reading is complicated one. Nunan (2003:

68) states that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. It means that reading activities are focused in reading for comprehension. Furthermore, Brown (2001: 306) stated that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Furthermore, Nunan (2003: 33) states that in comprehension reading passage, we should view a process of decoding written symbols. The students should comprehend the materials given by the teacher. It can be seen in the activity such as questioning the reading materials, giving feedback, and answering the teachers' question and all of these things will run smoothly by pointed a good selective technique. In short, it can be said that reading comprehension is comprehending the text in reading process in efficient way.

In connection with teaching reading based on observation conducted in SMA Negeri 1 Sompak, students felt bored in English teaching and learning process. So, they needed different treatment in reading comprehension activities. Besides, there were not enough media to teach reading at Senior High School. Students were only taught reading by using full texts available on course books. The problems that the students in SMA Negeri 1 Sompak faced were there were less media, and students could not be active in the class. Doing all exercise after reading text also could make the students less motivated in reading English. Sometimes, the students were only asked to read some texts in English and the students should answer the questions given by the teacher. This way could make the students bored and

uninterested to English learning activity. The other problem faced by the students was difficulty in understanding the meaning of words because they have a low vocabulary. The students were easy to memorize and accept the materials but the students also forgot them easily. Sometimes they prefer playing or chatting to paying attention to the lesson materials. The problems appeared could make students bored and less motivated in learning reading English. In short, the students have lack of skill in reading by having low motivation in learning reading.

In teaching reading, teachers may be helped by media to motivate students in the teaching and learning process. Therefore, media is important. It is known that children have natural curiosity. Brown (2001: 89) states that children have natural curiosity. When teachers offer something new, their students will have more interest in teaching and learning process. The media is important in conducting teaching and learning process to children. It can engage them in the teaching and learning process. The media can motivate students to learn in long period. It can create the willingness, motivation, new interest, even it would bring the positive psychology effects for the students. Furthermore it can present the interesting and accurate information. In short, media is a support in motivating the students in teaching and learning process. In this research, the researcher will try to use a media called Fun Board to improve students' reading ability. Fun Board is a board completed by words and sentences that can be used as match games fill the blanks and many others. Board can be used as explanation aid, picture frames, public

workbook, game board and notice board. Here, the Fun Board is more attractive to be used as explanation aid, picture frames, public workbook, game board and notice board. Fun Board is a media that using a board as a medium to teach the materials. The materials are put into the Fun Board, so that the students can play it by moving the materials and/ or the picture by certain command of the teacher. It is hoped that the media can improve students' reading skill well

Fun Board offers something new in the teaching and learning process. The media can make students to be active learning the materials in the Fun Board by doing the instruction. The Fun Board helps students to develop their reading skill more. Here the media may improve students' motivation and interest in the teaching and learning process conducted by the teacher. In short, Fun Board offers the students to learn English in different way by using the media and it may improve their motivation and interest in the teaching and learning process.

In short, the researcher decided to conduct action research using Fun Board to improve students' reading comprehension in SMA Negeri 1 Sompak. The researcher took the students of tenth grade in SMA Negeri 1 Sompak because they had good basic reading comprehension. On other hand, students were less motivated to read English because they felt that it was difficult and they did not know the meaning well.

B. Research Problem

Based on background above, the problems of this research can thus be formulated by the researcher in questions bellow:

1. How can Fun Board improve tenth grade students' reading comprehension of SMA Negeri 1 Sompak?
2. What happens to the class when Fun Board is implemented to teach reading comprehension to the tenth grade students of SMA Negeri 1 Sompak?

C. Research Purpose

In relation of the research problem appears above, the aim of the research were as follows

1. To find out how Fun Board can improve students' reading comprehension to tenth grade students of SMA Negeri 1 Sompak
2. To find out what happen to the class when Fun Board is implemented to teach reading comprehension to tenth grade students of SMA Negeri 1 Sompak.

D. Significance of Research

This study is aimed to give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, and teacher:

1. For students, the results of this study can help students to improve their English language skills. They will know how to learn English well by have good motivation. The students can have good comprehension in knowledge, they can also share their knowledge and experience so that the students can communicate well using the English language. They also can strengthen the friendship because in the Fun Board they will feel more close and have more interaction to friends.
2. For teachers, this research is expected to give some strategies to overcome the problems of in teaching reading. In Fun Board, it offers some advantages as follow: in this method the students claimed more active, independent, and creative. Teachers can stay to analyze their works, and just help students to comprehend the text properly in English. Teachers will get a better experience when using this method, because a teacher can also teach the meaning, cohesiveness, mutual support, and loyalty to the students in the same time.

E. Scope of Research

1. Terminology

There are some theories related to this research that will be conducted in SMA Negeri 1 Sompak. In order to avoid misunderstanding the researcher presents and explains the terms those are used in this research.

They are as follows:

a. Fun Board

Fun Board is a media which uses a board as a media to teach the materials. The media offers something new in the teaching and learning process. The media need students to be active learning the materials in the Fun Board by doing the instruction given.

b. Reading Comprehension

Reading comprehension is an activity to get comprehension of the information by looking at a text, cards, and others.

c. SMA Negeri 1 Sompak

SMA Negeri 1 Sompak is one of state senior high school, in Kabupaten Landak.

2. Research Variable

It can be said that, there is one variable used in the research. They are dependent variable. Caintic, and Juanita (2008: 2) state that variable is a property or quantity that can take on different values. Moreover, Caintic and Juanita (2008: 5) state that dependent variable changes as a result of the variable that is changed on purpose). In short, dependent variable is the behavior or change in characteristic of the subject that is recorded during experimentation. Dependent variable can be changed on purpose. In this research, the dependent variable in this research relates to the students' reading comprehension.

F. Action Hypothesis

The hypothesis of this research is as follows:

“The Fun Board can improve tenth grade students’ reading comprehension in SMA Negeri 1 Sompak.”

