

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents Background of the Study, Problem of the Study, Objective of the Study, Significance of the Study, and Hypothesis of the Study.

A. Background

Language is one of the important efforts to communication. From time to time, people try convey the message through many ways such as gestures or signs, but it had meaning and was has understood by the community. In the other words, people in the past convey the message by using gestures or signs. One of the important languages in this globalization era is English, because it is the international language and very important as communication tool that is used in the world and also it is used in many field of life such as in politics, economics, social, and educations.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of communicative skills, but it has a very complex process. It can be said that reading is a process in which the reader finds information which it given by the writer in the written form. In this case, reading can be said as an interactive process, because while reading, a reader guesses, predicts, checks, and ask questions about what the text about.

According Allen and Valette (1999), reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language. Reading is one of important skills in learning English and it need to be improved. There are some reasons why reading very important to increase is; firstly, reading takes an important role in learning process because one of ways the students to get information is using reading and also can facilitate the students to enrich their knowledge. Secondly, reading is not only to give a lot of information for students but also reading makes the students can pleasure and enjoy. To get best result from learning process of reading, the material must be interesting for students in order to encourage them to follow the learning process.

There are many strategies, methods and approaches available for the teaching-learning processes to develop the capabilities of students. The needs to consider the best method and the most appropriate techniques or strategies for teaching reading. In short, the researcher used literature circle as an active way to improve the reading comprehension of students, increasing the communication between students and giving individual students an active role in the learning process because they have to focus on the text given them.

Daniel (2002) stated Literature circles itself is small, peer-led discussion groups whose members have chosen to read the same reading material. While reading (either in or outside of class), members make notes to help them contribute to the upcoming discussion, and everyone comes to the group with ideas to share.

When they finish a reading material, the circle members may share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle.

If literature circles are explored, all of the students involved in this cooperative learning method will deepen their understanding of the text, voice their thoughts and opinions surrounding the text, and participate in the enjoyable act of talking. Ultimately, students involved in literature circles will be accountable for reading and comprehending the text at hand because they are a part of a conversation, not just another hand left out of the air.

Based on the experience when the researcher take a teaching practice (PPLK) at the MTs Negeri 1 OKU, the researcher found out that reading comprehension of students are still low. According to Ninth Grade English teacher as Advisor of Researcher due PPLK with the experience of teaching English 20 year, it is happen because the student has poor motivation in learning English, some of student feel lazy and think that English is to hard to learn, the students has ever meet English in elementary school but they last met English in second grade/third grade, so it make them forgot the material when they enter junior high school. The experience of researcher is support by result of research from Sormin (2018), There are factors why the student have difficulty to learn English as follows: (1) The student not interest in learning because they do not like studying English (2) The student Interest in learning English but lack of basic knowledge; (3) The student have good motivation, good ability, but the environment is not supportive; (4) The motivation of students are quite good, but 'forgets' the basic concepts that he/she has learned;

and (5) The student have high learning motivation, but too short learning opportunities.

Finally, based on the background above, the writer would like to carry out a researcher the title “The Effectiveness of Using Literature Circle To Improve Reading Comprehension at the Ninth Grade Students of MTs Negeri 1 OKU”.

B. Limitation of the Problem

Based on the problem that occur in the background, the research focus to improving students reading comprehension by using Literature Circle.

C. Formulation of Problem

Based on limitation of the problem, the research formulated the problem as follow “Is it significantly effective to improve reading comprehension in ninth grade students of MTs Negeri 1 OKU by using literature circle?”.

D. Objectives of the Study

To know the effectiveness of using Literature Circle to improve reading comprehension in ninth grade students of MTs Negeri 1 OKU.

E. Significanses of the Study

The result of the result is expected to give contribution to the following:

1. For the Writer

The significanses of the study is to add the writer knowledge to know the effectiveness of using literature circle in reading class.

2. For Students

This study will give students knowledge about how to improve their reading comprehension by using Literature Circle.

3. For Teacher

This study will contribute teacher to use literature circle to improve students reading comprehension.

F. Hypothesis

Fraenkel and Wallen in Darwin (2021), argue that the hypothesis is a prediction about the possible outcome of a study. Then, Dantes (2012) says the hypothesis is a presumption or assumption that must be tested through data or facts obtained through research. In other words, it's a statement that provides an explanation for why or how something works, based on facts (or some reasonable assumptions), but that has not yet been specifically tested. Hypothesis is conjectural statement of the relation between two or more variables. The hypothesis in this research is "the null hypothesis (H_0) and the alternative hypothesis (H_a)".

H_a : It is signifantcly effective of using literature circle to improve students reading comprehension at the ninth student at MTs Negeri 1 OKU.

H_0 : It is not signifantcly effective of using literature circle to improve students reading comprehension at the ninth student at MTs Negeri 1 OKU.

G. Criteria of Hypothesis Test

The purpose of criteria for testing hypothesis is to accept and reject dan null hypothesis. Decision making is done by looking at the significance value in the Coefficients table. Usually, the basis for testing the results of regression is done

with a confidence level of 95% or with a significance level of 5% ($\alpha = 0.05$). The criteria for the t statistical test (Ghozali, 2016):

- If the significance value > 0.05 then H_0 is accepted and H_a is rejected. This means that there is no influence between the independent variables on the dependent variable.
- If the significance value < 0.05 then H_0 is rejected and H_a is accepted. This means that there is an influence between the independent variables on the dependent variable.