

## INTRODUCTION

### CHAPTER I

#### A. Background of Study

The objective of teaching English at the Junior High School/Islamic Junior High School (SMP/MTs) based on the School Based Curriculum is that the students can develop their communicative competence both in oral and written forms to achieve a certain functional stage.<sup>1</sup> It involves four skills: listening, speaking, reading and writing.

Reading is one of the English skills that need to be developed in the classroom. The objective of teaching reading at SMP/MTs level is to enable students to understand written texts both formally and informally in the form of narrative, descriptive, recount, procedure and report.<sup>2</sup> This objective of reading instruction is to help students to get much information from many written texts. Furthermore, the students are expected to understand various kinds of texts in order that they have a successful foothold in their life.

In mastering reading text, the students should attempt to comprehend the text. According to Goodman the essence of reading is comprehension – ascertaining meaning. Readers will know their success if they understand what they read.

---

<sup>1</sup> Depdiknas, 2006. *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum). Jakarta:Depdiknas

<sup>2</sup> Depdiknas. 2006. *Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama.

<sup>3</sup>Richards and Renandya state that the primary purpose of reading is reading for comprehension.<sup>4</sup> Knowing main ideas in a text and exploring the organization of a text are essential for good comprehension. Besides, reading is proposed to: (1) search for simple information, (2) skim quickly, (3) learn from texts, (4) integrate information, (5) search for information needed for writing, (6)critique texts, and (7) to get general comprehension . In short, the basic idea of reading is to enable the reader to understand the text to get the information. <sup>5</sup>

Nunan states that reading comprehension is a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience.<sup>6</sup> this purpose is line with Mc. Neil who stated that reading comprehension is searching for meaning actively using the knowledge of the word and of text to understand each new thing.. <sup>7</sup>In addition, Clarke and Silberstein stated that reading comprehension which is done to master the total message of the writer, requires a reader to find the main point and supporting idea.<sup>8</sup> While, to make sense what is read, readers should be able to not only understand the meaning of a text such as defining the printed word, relating the sentence and identifying the main idea and

---

<sup>3</sup> Goodman Learning Reading :1986

<sup>4</sup> Jack Richard and Renandaya Willy A.op.cit.,p.274 :2002

<sup>5</sup> Grabe and stoller . Teacing and Learning Reading comprehension :2002

<sup>6</sup> Nunan. 1991. The Three R's Plus. USA: University of Minnesota

<sup>7</sup> Mc Nail. 2005. *Levels of Reading Comprehension*. (Online),  
(<http://www.sc4.edu/documents/studydkills/h7levelsreadingcomp.doc>, accessed on September 26<sup>th</sup>, 2010).

<sup>8</sup> Clark and Silberstein, D. 2008. *Reading Comprehension Strategies for Independent Learners Second Edition*. New York: The Guildford Press.

supporting details, but also incorporate the new information presented in the text with the existing knowledge stored in their minds.

In line with the reading comprehension purposes, Brown states that teaching and learning reading comprehension can be done through micro skills.<sup>9</sup> Some skills related to the reading objectives at the high school level are (a) recognize grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement patterns, and rules) (b) inferring context that is not explicit by using background knowledge (c) inferring connections between events, and detect such relation as main idea, supporting idea, new information, and generalization and (d) distinguish between literal and implied meanings.

Teaching English, especially in junior high school may become difficult for English teachers because English is not natural language for our countries, so that teacher should understand about the method that use in teaching learning, because method is way of delivering materials and specific strategy to delivering lesson from subject. So, the student can learn, understand, use, and master the material.

Method is way of delivering materials and specific strategy to delivering lesson from subject, so, the students can learn, understand, use and master the material. From that definition know how important method in learning because the successfully of teaching learning depends on how the teacher use learning method, so teacher must be able to choose the appropriate method to achieve in learning.

---

<sup>9</sup> Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Third Edition. New York: Addison Wesley Longman Inc.

Regarding how important of method in teaching learning process the researcher is interested to apply a technique that is similar with demonstration and performance, which is called demonstration method. there are many definition of demonstration method, Demonstration is one of the method which is expected to increase the activity of teaching learning students process, so in the class activities teachers will not dominate , students will be involved in physical, emotional, and intellectual concepts. For using this method, the teacher can be a demonstrator and could also be other people who are an expert in the field of that class. Demonstration method is one way of teaching, where teachers are doing an experiment about something, observe the process and write the results of experiments and observations were presented to the class and evaluated by the teacher. In this learning method, students are not doing an experiment, only see what is done by the teacher. So the demonstration is to teach ways in which an instructor / teacher or team show a process such as how to make something, so that all students in the class can see, observe, listen perhaps grope and feel the process demonstrated by the teacher. With demonstration method process of students receiving to the lesson will be impressive.<sup>10</sup>

In this research, the researcher chooses MTs Negeri Mojokerto to apply demonstration method. The study is going to be in this school because based on direct observation in teaching and learning process and conducting an informal interview with the English teacher by the researcher, she found out that the students

---

<sup>10</sup> Djamar, Syaiful Bahri, Zain, Anwar. 2006. Strategi Belajar Mengajar. PT RINEKA CIPTA, Jakarta.

of MTs Negeri Mojokerto have several problems in learning English especially in reading skills. They have difficulty to understand text and generic structure of the text. These problems are caused by several factors. First, they are still lacking of vocabulary, so they still find it difficult to understand English text. Second, the student did not seem to enjoy English reading lesson because the teacher only ask students to read the text silently and answer questions without discussed to understand the meaning of the text. It makes students bored and exhausted. Third, the result of preliminary study especially of eight grade students at MTs Negeri Mojokerto shows that the students' achievement in reading class is not good. This school is also one of Islamic junior high school in Mojokerto which consists of nearly 900 students,. Besides, this school is an international standard school (RSBI), it means that this school is having good quality and suitable for my research.

The researcher chooses eight grade students with the assumption that the eight grade students never get the demonstration method in their elementary school because the elementary school teacher used the speaking method. So the effectiveness of demonstration method can clearly show in vocabulary, speaking, and so on especially for reading. Students at eight also have more difficulties in understanding teacher explanation. Besides, the researcher does not choose the third grade because the third grade students must have intensive classes from the teacher for their national examination.

Based on the statement above, the researcher is interested in choosing this school as the object of her research. The researcher wants to help the students to

improve their reading ability. It is expected that, Demonstration method can be alternative to improve reading skills. There are some previous studies related to the use of demonstration method. Firstly, Ira Mufida with the title, *“The Effectiveness of Demonstration Method to students competence in reading procedure text at nine grade junior high school Al-Ikhwan Kemudi Duduk Sampean Gresik”*. this research is focus on the procedure text, and second Ahmad Rozaki with the tittle *“The Influence of Demonstration Method to Students competence in reading deskriptive text at eight grade MTs Negeri Rejoso Peterongan JOMBANG”*. This research focus on descriptive text. from those the researcher want to discuss with different type of text, So that in teaching and learning process, method that is given to students should correspond especially of eight grade students. There for, in this study the writer will take thesis entitled **“The Implementation of Demonstration Method to Improve Students Competence in Reading at MTs Negeri Sambiroto Mojokerto”**.

#### **B. Statement of the Problem**

1. Can demonstration method improve students' competence in reading at eight grade MTs Negeri Mojokerto?
2. What are the students response to the implementation of demonstration method in reading at MTs Negeri Mojokerto?

**C. Objective of the Study**

1. To know the improvement of students competence in reading at MTs Negeri Mojokerto
2. To know the students response after demonstration method be implemented at MTs Negeri Mojokerto

**D. Significant of Study**

The significant of the study in this research according to the researcher are:

1. To interest the students in learning process
2. To motivate the students in classroom activities
3. As input for English teacher to improve and develop their method in teaching English of eight grade student for junior high school.

**E. Scope and Limitation**

This study is focused on the effectiveness of Demonstration method to improve students competence in reading. The reading text focuses on recount text. The subjects of this study are at eight grade students of MTsN Mojokerto. It was conducted at eight grade students of the second semester at MTsN Mojokerto, in 2012/2013 academic year.

#### F. Definition of Key Term

To avoid misunderstanding and misinterpretation in reading the thesis, the writer gives some lists of difficult words, as follow:

1. In this research, **Demonstration method** is a way of presenting the learning materials with presents a process, situation, or a particular object being studied, either real or artificial, which is often accompanied by verbal explanation.<sup>11</sup> It presents something used for the aids material/ equipments (picture, tools, etc) to achieve goals of teaching learning process.
2. The best definition of **Reading** is a process that involves actively constructing meaning among the parts of the text, and between the text and personal

---

<sup>11</sup> Syaiful Bahri Djamarah dan Aswan Zain, *Teaching and Learning Strategy*, (Jakarta : Rineka Cipta, 1996), page. 102



experience.<sup>12</sup> the students ability to understand the content of English writing in reading text, determining the topic, finding the main idea, and understanding the meaning of difficult words.

3. **Recount text** refers to the type of the text that used in reading material at junior high school/Islamic junior high school eight grade students MTs Negeri Mojokerto.
4. The term **Implementation** in this research means the planning of teacher, especially in school or classroom.<sup>13</sup>
5. The word **Improve** means the students become or make something better to reach the goal of target in learning.<sup>14</sup>

## **G. RESEARCH REPORT WRITING ORGANIZATION**

In this part, thesis is organized into V chapters as follows:

**Chapter I** In the first chapter of this research is explained the introduction of the thesis including background of study, problems of study, objectives of the study, significance of the study, scope and limitation, definition of key terms, and the last is research report writing organization.

**Chapter II** In the next part of this research is elaborated literature review including about the definition of method, method in teaching reading,

---

<sup>12</sup> Nunan. 1991. *The Three R's Plus*. USA: University of Minnesota

<sup>13</sup> *Oxford learner's pocket dictionary: third edition* (Oxford: Oxford University Press, 2003), p.215.

<sup>14</sup> *Oxford learner's pocket dictionary: third edition* (Oxford: Oxford University Press, 2003), p.217.

definition of demonstration method, purpose of demonstration method, technique of using demonstration method, the implementation of demonstration method to improve students reading competence, the effect of demonstration method, and previous study.

**Chapter III** the next part of thesis explains about the research methodology including research design, the setting and subject of study, research instrument those are: observation, interview, questionnaire, and test, data and source data, data collection techniques and data analysis techniques also explain as clear as possible in this part.

**Chapter IV** In this chapter is aimed to describe as clear as possible the research findings including the result of data research collection and also the result of data analysis according to the object of the research.

**Chapter V** the last part of thesis includes some of conclusion and suggestion of the research explains as well as possible.