

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

English is a universal language, used and understood almost all over the world and is used as a second language in Indonesia. Therefore, not a few of the working world use English, making English also an important language in the world of education and has developed into a universal language of communication. English is an international communication tool that is very important to master both orally and in writing. The importance of English as an international communication tool has made the Indonesian government decide to make English a compulsory language of instruction in schools across Indonesia.

Some local governments have begun to implement it by teaching English early on starting from elementary school (SD), so that students are expected to get to know English as a first foreign language, which then students will find it easier to learn it in secondary schools, both in junior and senior high schools (BSNP (National Education Standards Agency), 2016). Junior high school students learn English as a continuation of elementary school. That is, they have known the basic skills (basic competencies) of English since they studied in elementary school. There are some prerequisites for learning English, including the following four language skills: listening, speaking, reading and writing. All skills in this case have one relationship with each other.

In addition, the first thing students do when learning English is reading. How students can gain new knowledge is from reading and understanding texts so that students not only read comprehension but also produce a new idea as a written work. Therefore, reading texts provides an opportunity to learn new words, grammar rules, vocabulary, and how to format and present headings and body paragraphs correctly. Reading is not just reading the text, but also involves understanding the text and its complementary sentences.

Reading is the world of learning, reading is a very helpful and highly beneficial activity for all students in school. Reading also has a role in

improving other abilities. In reading, a reader needs to understand the information written in the text or understand the text (Sugara, 2013). Talking about reading (Grabe 1991, in Alyouseft, 2005) defines reading as an interactive process between the reader and the reading material he reads which is the result of reading skills. Meanwhile, Pan, et al. argue that reading is a complex activity involving perception and thinking which consists of word recognition and comprehension processes. reading in Anderson's eyes is an interaction between 4 objects, namely the reader, reading material, fluency, and beginning reading.

Meanwhile, the definition of reading is a process of capturing and understanding ideas accompanied by an outpouring of the soul in living the problem, meaning, reasoning and selection that work together in understanding and appreciating the reading. According to Amir and Rukaya (1969), reading is a process of interaction between the reader and the reading material using skills and reading techniques and involving thinking to identify symbols, letters, words or sentences, as well as internalizing problems, reasoning and intuition to gain meaning or understanding from the text written what he read.

There are numerous reading techniques and approaches that can be applied in the classroom. For all classes or groups of kids, Westwood (2001: 51) proposes a variety of flexible techniques and approaches. When coaching specific children with learning issues, these techniques and strategies are easily adaptable and can be used in a more systematic manner. Reading instruction is often regarded as a thinking process that emphasizes comprehension. One of the reading techniques is shared reading. In this study, shared reading is seen as a strategy that is expected to have a considerable impact on students' comprehension of a text as well as their vocabulary mastery. Shared reading is a teaching technique based on learning experiences comparable to bedtime stories (Fika Nurul Hanifia, et al., 2018: 182 in Holdaway, 1983), which students participate in the reading of a large book or other enlarged texts supervised by a teacher or other experienced reader. The teacher demonstrates how to present the words to learners by reading the text aloud while tracking the text with a pointer (Fika Nurul Hanifia, et al., 2018: 182 in Tompkins, 2007)

utilizing images to support English vocabulary growth and development, include verbal interactions (Fika Nurul Hanifia, et al., 2018:182 in Gibbons, 1993), and build background information and knowledge to support the students' understanding of the material (Fika Nurul Hanifia, et al., 2018:182 in Herrell & Jordan, 2004).

Reading comprehension is a skill that must be mastered by anyone who wants to increase their knowledge in both English and Indonesian, more so by students who want to understand an English text. Based on the findings of observations, the issue that arises is that the teacher only uses the lecture method to explain the material, which causes the students to not fully comprehend what the teacher is saying and to become bored while learning. As a result, the students lose interest in reading and pay less attention to what the teacher is saying. Not all students participate in the learning process as it is being processed; rather, some students remain mute and don't show signs of being engaged in the learning process, which results in the low level of student learning activities. This can be proven by the fact that Competency Achievements of Class X Students of MA Sunan Bonang English Subject with Basic Competency Identifying Social Functions, text structures, and linguistic elements of oral and written transactional interaction texts involving giving and asking for information related to the behavior/actions/functions of people, animals, objects, according to the context of its use (Pay attention to the linguistic elements of declarative sentences, interrogative, simple present tense) is still very low.

The use of the shared reading method is based on several important reasons. First, this method provided an opportunity for teachers or mentors to read texts together with students, introducing them to words, phrases, and stories they may not have known. This helps students develop their understanding of language structure and context. Second, shared reading promotes positive social interaction between the teacher and students, creating a friendly and supportive learning environment. Students feel more comfortable and motivated to learn when they participate in this activity together with their classmates and their teacher. Third, this method helped build

reading skills gradually. By repeating the same text several times over different time periods, students could strengthen their understanding of words, sound patterns, and text meanings. This is an important initial step in developing strong literacy. Lastly, shared reading can also be a fun way to introduce children to the world of books and reading for pleasure. This helps create an interest and love for reading that will bring long-term benefits to students. Therefore, the use of the shared reading method in reading instruction was a good choice for building a strong literacy foundation for children (Fika Nurul Hanifia, et al., 2018:182 in Herrell & Jordan, 2004).

Starting from the various thoughts above, and driven by the existing conditions and events at MA Sunan Bonang, especially in class X, which still shows a lack of reading skills in mastering the material. In teaching English for the 2022/2023 academic year, researchers are trying to conduct Classroom Action Research. This is what researchers do as a professional task as a teacher and also to assist students in overcoming difficulties encountered during the process of learning English. The difficulties faced by students, especially class X MA Sunan Bonang, can be seen from the results of the assignments given by the teacher to make descriptive texts, most of them are still lacking and satisfying. With these problems, researchers try to do learning improvement program with the method of reading together. With this approach is sought to help students be more motivated to learn, and able to master all four language skills as a whole. It sure will This can be achieved by achieving students who are able to fulfill the basic competencies that must be achieved.

Therefore, the researcher wants to conduct research entitled "The use of shared reading for improving reading comprehension in descriptive text"

## 1.2 Problem Formulation

Based on the background of the problem, the researcher formulated the problems as follows:

- a. What are the students' problems and obstacles in reading comprehension skills in descriptive text?
- b. Can the use of the shared reading method help to improve students' reading comprehension of descriptive texts?

### 1.3 Research Objectives

The objectives are as follows:

- a. To find out students' problems and obstacles in reading comprehension in descriptive text
- b. To find out whether shared reading method can improve students' reading comprehension in descriptive text.

### 1.4 Scope and Limitation of The Study

This research will focus on how to improve reading comprehension in descriptive text by using shared reading methods so that it is expected to be able to improve their ability in reading comprehension.

### 1.5 Research Benefits

In this part, the research is going to discuss about the benefit of this study which are categorized as follows:

1. For the teachers
  - a. By knowing the problems and obstacles faced by students in understanding descriptive text by using the shared reading method, it is hoped that this research can also be used as learning by other teachers.
  - b. Increase teacher innovation when creating different learning models, particularly when using the area around the school as a learning resource.
  - c. Every teacher develops an engaging and productive learning environment for their students.
  - d. Gives a summary of the many learning tools available in the classroom that can be used to develop vocabulary mastering abilities.
  - e. To help teachers develop creative, engaging, and enjoyable teaching methods for pupils.
  - f. Education will be produced in the end to raise the standard of instruction for teachers.
  - g. A capable teacher at MTSSunanBonangPoncocreatessomething new with every learning procedure.
2. For the students
  - a. This learning can increase their knowledge and can improve reading

- comprehension on descriptive text through the shared reading method
- b. Innovative, captivating, and entertaining material that are tailored to students' developmental requirements can help them learn English.
  - c. To give learners resources for learning English.
  - d. To prevent students from becoming disinterested in the subject matter.
  - e. To raise the standard of English-language learners
  - f. Students are required to be able to communicate effectively, which broadens their outlook on speaking English.
3. For other researchers
- a. Can add references and as information for further research in improving reading comprehension in descriptive text.
  - b. The author's expertise and style of thinking can both grow as a result of this research, which will improve the author's motivation to keep learning.
  - c. Completion of this research is necessary for students at the Nahdlatul Ulama University of Sunan Giri Bojonegoro who wish to pursue a bachelor's degree in education. It can also inspire writers to look for and analyze previously undiscovered knowledge.



UNUGIRI