CHAPTER I

INTRODUCION

This chapter was presented to describe background of the research problem, identification of the problem, the main problem, limitation of the problem, question of the research, aim of the research and significance of the research. The background of the research problem was a brief description of the subject of research for the researcher, explaining whether there was a problem of research differences between what was actually happening. Problem identification describes the identified problem that occurs in the field, and the main problem describes the specific problem of the object taken by the researcher.

Then, the limitation of the research purposed to make the content in this research focused on the object that the researcher took. The question of the research revealed that the formulatIon of the main target was undertaken, and then the aim of the rsearch was the outline of the result to be archieved. Significance of the research explained spesifically the advantages of this research for student, teacher and researcher. The explanation about the subtopic explained clearly below.

1.1 Background of The Research Problem

People consider reading as an important activity, so they argue that reading is the window of the world. In fact that reading is very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is one of the complex ways in learning English. Stone (2009: 39) stated that Children must much read and mastering it in order to be successful in their school and life. Furthermore, reading is not an isolated process four language processes work together to enhance the development of eachother: listening, speaking, reading, and writing (Johnson, 2008: 7). There are many kinds of reading text, such as narrative, recount, descriptive, explanation, proc edure, and so on.

In reading, reading comprehension is not only done with read a text but should understand the meaning of the text from the whole aspects, as

Salmi (2011) stated that reading comprehension is not only a matter of understanding the print on a page, which makes sense by combining the content of the printed matter with the content that the reader has already processed and approve To achieve reader comprehending on the text, it is crucial for the reader to activate previous experiences. Moreover, Esam (2015) argued that reading comprehension can be influenced by students' vocabulary knowledge, word recognition skills, understanding of text structure proficiency, and cultural background differences.Klinger (2006) has been proved that vocabulary knowledge to be highly related to students' reading comprehension ability.

Nowadays, in the process of teaching and learning, students faced several problems in reading comprehension. Recently, the problem appears not only from students but also a teacher, for instance the teacher does not concern on 'how to read' but more concern on 'what to read'. In the other hand, the problem that appear from students are lack of vocabulary, different background knowledge, less motivation and so on.The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is theimportant skill and as an achievement indicator in reading that should be achievedby the students.

Based on the researcher's experience when carried out the Field Practice Program (PPL) in senior high school of SUSUKAN, most of students have problem in their reading. The problemthat faced by them such as lack of vocabulary, background knowledge and method of teaching and learning reading itself. The main problem in this school is teacher rarely appply the various and modern method when they teach their students, and it makes students did not interested to read. Moreover when they face the long English text, they did not uderstand the content of the text. By this case, the teacher should apply the iteresting method of teaching and learning reading in advance, so that the students will interested in reading.

In teaching reading, teacher may use several methods which are suitable with senior high school students. In addition, some collaborative

learning methods can be excellent ways to teach the learning process, such as: Students Team Learning (STL), Student Team Achievement Division (STAD), Team Games Tournament (TGT), learning together, discussion, and jigsaw. These methods engage a small group that consists of many students. In the other hand, there is amethod that needed a small group which is only consists of two students in doing the activities and in implementation of this method is highly structured. This peer method is calling with a term Structured Dyadic Method (Slavin, 2005).

Structured Dyadic method is one of suitable method in teaching reading comprehension. This method also can be applied in some types of research.Morris et al (2011) stated that Dyadic method is an approach that has been examined in some detail in interviews with couples and partners. In line, Morgan (2012) argued that one of the chief advantages of interaction in focus groups is a process of sharing and comparing. To be applied in the teaching activities, this method really needs the active participant of the students in groups. Each member of a group will be as a teacher and a student. After both of them read a text, they will teach each other until they get comprehension on the text. According to Slavin (2005), students who understand text through Structured Dyadic method comprehend better than students who do not use it.

Therefore, from the above overview, researchers appear to be interested in pursuing the research entitled "THE EFFECTIVENESS OF STRUCTURED DYADIC METHOD (SDM) IN TEACHING READING RECOUNT TEXT AT THE TENTH GRADE OF SMAN 1 SUSUKAN".

1.2 Identification of The Problem

The present researcher identified the problem that faced by students in senior high school of SUSUKAN during reading activity in the classroom. First, students are low motivation to learn English. Second, they are lack of vocabulary which caused them difficult to understand the meaning of the word. Third, they have different background knowledge and experience. For instance, the students who graduated from modern school more better than traditional school in comprehending English text. Forth, they did not bring a

dictionary when they have an English class. Fifth, students are difficult to comprehend the content of the text because the text is complex and too long. Sixth, students are difficult to understand the detailed information of the text. The last, teacher used a conventional strategy such recitation, repetition and memorisation which caused students bored and difficult to understand English text.

1.3 The Main Problem

Based on the identification of the problem above, theresearcher assumed that the main problem here is about the method. The students need a method which can make them interested to read a text especially Englishtext. If they have an appropriate method,it will help them more excited to learn English in their class even though they should read a long text. The Structured Dyadic Method (SDM) helps students explore their understanding and receive informations from their partner.

1.4 Limitation of The Problem

Based on the background above, the researcher focused on the effect of the implementation of Structured Dyadic Method (SDM) in teaching reading recount text at the tenth grade students of SMAN 1 SUSUKAN in academic year 2018/2019.In this case, the researcher limited the the text only biographical recount text.

1.5 Questions of The Research

Based on the identification of the problem above, the researcher formulated the research questions as follows:

1) How is students' reading comprehension before using treatment in tenth grades of SMAN 1 Susukan?

2) How is students' reading comprehension after using treatment in tenth grades of SMAN 1Susukan?

3) Is there any positive and significant effect of using Structured Dyadic Method (SDM) in teaching reading comprehension of recount text?

1.6 Aim of The Research

In accordance with the questions of the research, the researcher conducted aims of this research will be as follows:

1) to find out the students' reading comprehension before using treatment in tenth grades of SMAN 1 Susukan.

2) to find out the students' reading comprehension after using treatment in tenth grades of SMAN 1 Susukan.

3) to find out whether is there any significant effect of using Structured Dyadic Method (SDM) in teaching reading comprehension of recount text.

1.7 Significances of The Research

In this research, the researcher expect that the research paper has benefits both theoritical and practical significance. The explanation of significant of this research was explained below.

1.7.1.Theoritically

a. The finding of this research can enrich the theory of teaching English reading to the senior high school students.

b. The reader will get a large knowledge about teaching reading using Structured Dyadic Method (SDM).

1.7.2 Practically

a. The result of the research paper can be used by English teacher as an input in English teaching learning process in a senior high school to apply technique in reading especially for teaching reading using Structured Dyadic Method (SDM).

b. The result of the research paper can be used as the reference for those who want to conduct a research in teaching and learning process.