

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English as international language has an important role in our life. By studying English language, we will know the development of science technology, education, culture in other countries in the world. As foreign language, English has been applied as compulsory subject in elementary school until university in Indonesia.

English teaching is an important part in Indonesia. The students are hoped to master English accurately and fluently. The ability of communication usually is the main goal of English teaching. Furthermore, the basic purpose of teaching and learning English is to make students are able to master four English skills, those are; listening, reading, writing, and speaking. Reading is one of the English skills, the first skill which will be learned before the students master the other skills.

In language learning, the students use reading to start the process of comprehending and producing the language. Reading is important to support other English learning activity. Through reading, the students are demanded to get the knowledge of speaking, listening, and writing.

Milan (1995: xxi) states that reading skill is designed to accomplish several tasks: to show you the skills that will enable you to read with greater

comprehension and retention, to help you tackle reading assignment with confidence, and to teach you to become an active reader.

Reading skill is very important for students. Especially in are modern societies today. Certain people read for getting information.

Based on the observation at MTs Nurush Sholihin Tamanarum Parang Magetan, some of the students feel difficult in learning reading. They cannot develop their skill in reading. It can be seen in from the fact that the students read English text slowly. They also get difficulties in understanding a text and comprehending the meaning of words in the text. Many students can not effectively comprehend the content of text. Some of the students also have difficulty in understanding the English text, so they can not answer the question well. They also fell bored and uninterested in studying English, because they are less of motivation in learning English, especially reading.

To overcome these problems, an appropriate strategy is needed to make teaching and learning process well. Students need high motivation and conducive condition in which both of them are able to support the students to success in their study. It is to give new atmosphere of class interaction. In other word, by implementation appropriate strategy, it will avoid students feel bored and stimulate them in teaching and learning process. Here, the researcher will use learning strategy through Student Facilitator and Explaining.

According to Huda (2013: 228) the basic idea from this learning strategy is how the teacher can to present or demonstrate the material in front of the student then give them the chance to explain their friends. So, the strategy of Students'

Facilitator and Explaining is the certain of present the material to their friends and be continue with all explanation the material to the student.

Student Facilitator and Explaining strategy is not only help the students' understanding about content of text and make students can improve their reading skill easy but also they will be motivated by writer. So the writer is interested in conducting a research with the title; "Improving Students' Reading Skill by Using Student Facilitator and Explaining Strategy at the Eight Grade of MTs Nurush Sholihin Tamarum in Academic Year 2014/2015".

## **B. Statement of Problem**

Bases on the background of the study above, the statement of problem can be formulated as follow:

How can Student Facilitator and Explaining Strategy improve students' reading skill at the eight grade of MTs Nurush Sholihin Tamarum in academic year 2014/2015?

## **C. Purpose of the Study**

Bases on the statement of problem above, the purpose of this research is as follow:

To know the improvement of the students' reading skill by using Student Facilitator and Explaining Strategy can improve students' reading skill at the eight grade of MTs Nurush Sholihin Tamarum in academic year 2014/2015.

#### **D. Significance of Study**

Practically, the research will give contributions to:

1).The students

The researcher hopes that the result of the research can help the students to solve their problem in the learning reading and improve their reading skill. It can also help students have more motivation and interested in learning process, especially in reading skill.

2).The teacher

This research can be used by the English teacher as one of alternative ways in teaching reading skill in Junior High School.

3).The institutions

The research may be useful to the school in order to develop teaching and learning process. It can inspire the curriculum developer to improve curriculum effectively and efficiently.

4). The writer

This research can increase the writer knowledge by implementing this technique in teaching reading.

### **E. Scope and Limitation**

There are many strategies that can be used to teach English especially in reading skill in teaching reading skill. However, the researcher limits this research by focusing on improving students' reading skill by using Student Facilitator and Explaining strategy at the eight grade of MTs Nurush Sholihin Tamanarum in academic year 2014/2015.

### **F. Definition of Key Terms**

The researcher defines the key terms in order to avoid misunderstanding as follows:

***Reading skill:*** The reading skill is a cognitive ability which a person is able to use when interacting with written text (Urquhart and Weir 1998: 88).

***Student facilitator and explaining*** : The basic idea from this learning strategy is how the teacher able to present or demonstrate the material in front of the student then give them the chance to explain their friends. So, the strategy of student facilitator and explaining is the certain of present the material to their friends and be continue with all explanation the material to the student (Huda, 2013: 228)