

CHAPTER 1

INTRODUCTION

This chapters present about introduction that consist of background of the study, statement of the problem, purpose of study, significanted of the study, scope and limitation of the study, also definition of the key terms.

A. Background of Study

Language is a means of communication to someone. According to Siahaan (2008: 1) stated that language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language.

According to Brown (2000: 5), explained that language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one others. A consolidation of a number of possible definitions of language yields the following composite definition. Language is systematic, language is a set of arbitrary symbols, those symbols are primarily vocal but also be visual, the symbols have conventionalized meanings to which they refer, language is used for communication, language operates in speech community or culture, language is essentially human although possibly not limited to humans, language is acquired by all people in much the same way; language and language learning both have universal characteristics.

One of them is English. As we know that, English as an international language which used to communication with other people in the world. So English is a language that is important to master.

In Indonesia, English is one materials in the school. It has become one of subject in curriculum. Every school can develop it. Such as in Junior high school, Senior high school, up also to University. In order to be successful in using English as means communication, the students have to be capable of all of the language skill: reading, writing, listening, and speaking. So we need to equip students to be able to master English well. The teacher should be able to grow and generate the confidence of students, so that later they were able to face the globalization era.

One of the important in English is reading. According to Harmer (2007: 99) that Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading is a source of getting information. No one can get much information without reading. Then According to Siahaan (2008: 3) says that is the receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transferred by a writer. Actually, Reading is the easiest and the cheapest way to get information, because it can help to know the simple information to the more complex one. In addition, the main important thing that the readers should have the ability to comprehend what they have read.

In reading, the students can get an information from book and they also get more knowledge them, when the read such as reading a book, newspaper, magazine, etc. To mater reading the students need to have reading desire and they must be tried to read something intensively and continually.

The effect of this way, the students might feel relax in reading because they do not feel under pressure to learn in the classroom. When the source of text is narrative, the students might enjoy reading the text by having the comfortable classroom setting by hearing the back sound music (the instrumental music) related to the story and the interesting activity during the reading class.

Based on the observation at SMAN 1 Badegan Ponorogo, some students have an assumption that reading English text is boring activity. They also feel that reading is difficult skill. Their reading skill is also bad. When the students read English text, they feel it is difficult to understand the text, because they are lack of vocabulary. The students usually feel lazy to open the dictionary in searching difficult words.

As a teacher, avoid use they have to be creative method to improve students in reading skill. The teacher way in teaching and learning process especially in reading should be designed to motivation students' ability to understand the text. The method and technique also teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students' achievement.

From the problems above, the writer tries to give solution for the teacher to implement on of the teaching method. The method is suggestopedia. According to

Lazanov (2005: 11), Suggestopaedia is a teaching system which makes use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive.

The first suggestopaedia courses that followed marked the beginning of the development of the methodology. Three stages in teaching the new lesson were recognized and they have been preserved with slight modifications. From the idea of suggestopedia, the classroom environment will be set playfully and enjoyable during the learning process. The writer intends to conduct a classroom action research (CAR) to the tenth grade students of SMAN 1 Badegan Ponorogo using the suggestopedia method as solution of problem for teacher to implement one of teaching method.

In this research, the researcher chooses suggestopedia as the method in teaching reading at tenth grade of SMAN 1 Badegan Ponorogo. This method hopefully can help students understand when they read and identification of the text. So, the researcher wants to conduct implementation the classroom action research in the tenth grade of SMAN 1 Badegan Ponorogo entitled “The implementation suggestopedia method to improve students reading skill at first grade of SMAN 1 Badegan Ponorogo in academic year of 2015/2016”.

B. Identification of Problems

Based on the statement above, the researcher formulates the statements of the problem as follow:

“Can the implementation of Suggestopedia strategy to improve students reading skill at tenth grade of SMA N 1 Badegan Ponorogo in academic year 2015/2016”.

C. Purpose of Study

Based on the statement of the problem above, the purpose of this research:

To know whether the implementation of Suggestopedia method can increase students reading skill at tenth grade of SMA N 1 Badegan Ponorogo in academic years 2015/2016.

D. Significance of the Study

The result of this classroom action research will give benefit for the learning process, both theoretically and practically as follows:

a. The Researcher

The study will enable the writer to have experience in performing the technical study, composing report study and increasing the researcher' knowledge toward developing students reading skill

b. The Students

1. The students' motivation and activeness will increase to reading skill
2. To give more description about learning English, it is not only from book but also with fun learning process.
3. The will enjoy their learning process, especially in reading text

c. The English Teacher

The teacher gives motivation to students that they can learning English well. After that, the teacher can evaluate clearly what the result of teaching and they will know the students' comprehension about the text that they give to them. And they will try to use a new method in their teaching and learning process. It is as a material consideration in teaching, so that students' can be motivated to be more active in learning process, expecially to reading skill.

d. Institution

It becomes a source of consideration for the institutional policy as effort to produce better outcomes, especially in improving students reading comprehension.

E. Scope and Limitation

This study is focused on the implementation of suggestopedia method in learning process, especially in teaching of learning reading skill. Specifically, the students should concentrat on how suggestopedia method can improve students reading skill in understanding some aspects of the text in reading. The method will be implemented during the teaching at tenth grade of SMAN 1 Badegan Ponorogo in academic year 2015/2016.

F. Definition of Key Terms

To make easier in understanding this research, the writer defines the key terms as follow:

Reading skill : The receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transferred by a writer (Siahaan, 2008: 3).

Suggestopedia method : Suggestopaedia is a teaching system which makes use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive (Lazanov, 2005: 11).