

CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypotheses, Limitation of the Studies, Significance of the Studies, Definition of Key Terms, and Outline of the Study.

1.1 Background of the Study

Harmer (2007) states that, “English was already well on way to be a real of *lingua franca* by the end of the twentieth era. It is a language used broadly for conversation among people who do not partake to the same first (or even second) language”. Therefore, there are many articles written in English. Indeed, many devices such as computers, smart phones, gadgets, and many more use English as their language. As stated by Harmer (2007) “in the entire universe information interchange in English without exception in a great deal of academic essays. It is frequently a *lingua franca* of conferences. For instance, many journal articles in areas as divergent as astrophysics and zoology have English as a default language”. In consequence, mastering English as second language is a necessity for everybody who wants to get more knowledge and information.

In Indonesia, English is regarded as the first foreign language. It is taught at school start from elementary school to university level. However, people trust that teaching English is not simple for a language skill such as listening, speaking,

reading, and writing. It is because every skill needs different method to teach them to the students.

Reading infests the important one skill among the four language skills. Reading is an utility for foreign language learners to get knowledge or information. As stated by McDonough et al (2013)

In fact in many examples in the universe, reading is obviously one of the most important skills. We can discuss that the most important of language skill is reading, especially on condition where students have to read material for their own specialist subject but they can never have to speak the language (Page 110).

In addition, we know that in many majors of the study, literature is mostly written. Therefore, the first thing that students have to do is to read the literacy or material instead of asking them to speak or to write it.

Moreover, the prophet of Muhammad SAW received surah Al-Alaq verse 1-5 as the first revelation.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

1. Read! In the name of your Lord, who has created (all that exists).
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the most generous.

4. Who has taught (the writing) by the pen.

5. Has taught man that which he knew not. (Khan & Al-Hilali, 1999)

Based on those verses, Islam views of reading as an important activity for human being, particularly for Moeslim. By reading we are able to know a lot of information in the world and capable of seeing the world through reading.

However, many students nowadays feel that reading is a very heavy duty in their lives. Indeed, the students often complain when they are asked to familiarize reading by their teacher. Several of them postpone to read until the last minutes, and then they realize that the insufficient time available to accomplish their reading duty. Other students read texts or books quickly but they do not know what the writer talks about and they cannot catch the point of a text or book. As a result, those will affect to their scores that are not good enough. Chiefly, in the writer's experience when he did school teaching practice at SMA N 2 DEMAK, the students were very hard to persuade them to read the material because they lack of interest in reading and it affects to their understanding to the material.

Therefore, the teacher needs particular methods which are innovative, creative and flexible. The teaching method is the one of the important things in teaching learning process. The teacher should use some methods that will make students relish and feel effortless to read and comprehend the passage comprehensibly.

The writer intended to conduct the study of applying a teaching method which was considered being helpful and beneficial for both students and teacher side. In this point the writer was going to use quantum reading to enhance students' reading

comprehension. This method is expected to be a solution of the problem which had been stated above. Besides, quantum reading offers combinations of a very high level of interest, highly focused concentration, and particular reading strategy, the students will not be worried by insufficient time while they are reading a text in examination.

1.2 Reasons for Choosing the Topic

There are several reasons why the writer chose this topic, they are as follow:

- a. Reading comprehension is an important skill required by the students because not only do they get the meaning of the sentence but also they have to understand what the text talks about when they are reading.
- b. Students usually spend much of their time to read the text while they are doing the test. Whereas, their time is very limited. So that, the writer liked to introduce quantum reading method to the teachers and students as one of the effective method in reading learning.
- c. The writer believes that quantum reading is one of the effective methods to enhance students' reading comprehension.

1.3 Research Question

The problem which was discussed in this study:

“Is it effective to use quantum reading method to enhance students' reading comprehension of the eleventh graders of SMA Negeri 2 Demak in the academic year of 2016/2017?”.

1.4 Objective of the Study

Based on the background and research question above, the objective of the study was to find out the effectiveness of quantum reading to enhance students' reading comprehension of the eleventh graders of SMA Negeri 2 Demak in the academic year of 2016/2017.

1.5 Hypotheses

The hypotheses of this study are:

H₀: There is no significant difference in achievement of reading comprehension between students of the eleventh graders who are taught by using quantum reading method and students who are not taught by using quantum reading method.

H_a: There is a significant difference in achievement of reading comprehension between students of the eleventh graders who are taught by using quantum reading method and students who are not taught by using quantum reading method.

1.6 Limitation of the study

This study was limited into the following aspects:

- a. This study was applied to know the effectiveness of quantum reading in enhancing students' reading comprehension to senior high school students.
- b. This study was conducted to the eleventh graders of SMA Negeri 2 Demak in the academic year of 2016/2017.

1.7 Significance of the Study

There are two significance of this study. They are pedagogical, and practical significance.

A. Pedagogical Significance

The result of the study is believed to enhance students' reading comprehension. Quantum reading gives the interesting and useful method for students because it guides the students for asking to themselves like "what is this task about?"; get into an alfa brain wave; superscan; and repetition. So then, it will be minimize time consuming while they are doing the reading text type without override comprehension aspect.

B. Practical Significance

The result of this study is hopefully useful to supply input for:

a. English Teachers

This study is expected to become a source of information for English teachers to enhance students' reading comprehension and also further description on how to apply quantum reading to enhance students' reading comprehension.

b. Students

Students are the subjects of teaching learning process. So that, this study helps the students to minimize the time while they are reading the test text

or only reading for pleasure without overriding comprehensive aspects from the text or the passage.

c. The Readers

By reading this study, the readers hopefully get additional information and knowledge that probably is useful for English improvement because of quantum reading offers the interesting and useful method. By using this method, the readers are capable of accomplishing their reading a book in the short time and without neglecting comprehension aspect.

1.8 Definitions of Key Terms

A. Quantum Reading

Quantum reading is a method of learning reading that uses a combination of high level of interest in reading with highly focused concentration and uses particular reading strategy so that the students will be capable of utilizing of the brain's capability to catch a words at a time while reading proceed (A'la, 2010).

B. Enhancement

The word of enhancement derives from the word enhance which is added by suffix -ment. Enhance has the meaning to increase or further improve the good quality, value or status of somebody or something (Wehmeier et al., 2005).

C. Reading comprehension

Reading comprehension is the successful procedure of reading that the readers create the understanding of the passage through connecting the passage and their knowledge (Nunan, 2003).

1.9 Outline of the Study

The discussion of this proposal writing is divided into chapters and subchapters. The explanation of each chapter can be elaborated as follows:

Chapter I is about introduction. It consists of Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of Key Terms and Outline of the Study.

Chapter II offers review of related literature which is related to General View of Reading Comprehension, Method, General Concept of Quantum Reading, Review of the Previous Study.

Chapter III is about research method. It consists of Research Design, Subject of the Study, Instruments of the Study, Validity and Reliability of the Instrument, Procedure of Collecting the Data, and Procedure of Data Analysis.

Chapter IV presents the School Profile; Description of the Respondents, Analysis of Validity and Reliability of the instrument, Analysis of Normality of the Instrument, Finding, Comparison of Pre-Test and Post-Test in Experimental Class, Comparison of Pre-Test and Post-Test in Control Class, Comparison of Pre-Test Result in Control and Experimental Class, Comparison of Post-Test Result in Control

and Experimental Class, and Discussion of Research Finding.

Chapter V is Conclusion and Suggestions.