

## CHAPTER 1

### INTRODUCTION

This chapter covers five sections. First, the basic consideration of the research explained the rationale of the research. Second, the research question which determine about what this research wanted to investigate. Third, the objective of study was explained the main purpose of the research. Forth, the scope of study explained about what the research will investigate. Finally, it will ends with hypothesis, which contain the expectation of the researcher in conducting the research.

#### *Basic Consideration*

A language which is widely used for communication among people in the world is English. English language gives many impacts to the countries that use it as second language and foreign language especially in their life fields such as education.

It is not surprised if we can find many countries around the world teach English subject in their education field. They know that it will give many advantages to teach English subject to their generation as Graddol points out in Harmer (2007:23), ‘good English is an entry requirement for tertiary education in a global market where English gives the user a competitive advantages.’

There are four skills in English language that should be mastered by the students they are listening, speaking, reading, and writing. Urquhart & Weir ( cited in Grabe, 2007, p. 14) that reading is the process of receiving and interpreting information encoded in

language form via the medium of print. In addition, Koda (cited in Grabe, 2007, p. 14) stated that there is comprehension when the reader extracts and integrates various informations from the text and combines it with the knowledge that is already known.

In developing students reading comprehension which is explained above, the teacher must be more creative to use the appropriate strategy. The strategy used must be relevant with the skill that will be reached so that they will not be boring during learning process. Commonly, the teacher only gives texts to the students and asks them to read the text and then answer the question based on the text without considering the students difficulties in understanding the text. The teacher does not apply the relevant strategy in the teaching. Therefore, students can not be active during their learning process.

When the researcher conducted observation in MTs Muhammadiyah Isimu especially in class VIII-A, the students encountered many problems to determine the generic structure in reading text because the teacher did not use the relevant strategy to solve the problem, even the researcher difficult to catch which the strategy is used by the teacher during the teaching process in the class. Because of that, the researcher uses the take and give strategy to overcome the students' problem in comprehending the narrative text. Besides, take and give strategy is an updated strategy that researcher got from cooperative learning as the relevant strategy to solve the students' problem in junior high school in comprehending the narrative text.

In solving the problem above, the researcher uses take and give strategy to overcome the problem of comprehending the narrative text in junior high school that the researcher adopted from Huda (Cited in Edy, Semara and Surya, n. p). This strategy is one of the strategies in cooperative learning. The students should have one card which involves the material that the students have to master. Then, each student should give the information to the other about the material in the card. Each card consists of one topic of narrative text. According to Dick & Carey (In Uno & Mohamad.p.5) learning strategy is involving all of the components of material that the teacher teach to the students and also the procedures or the steps of activities that applied by the teacher to help the students in achieving the education goals. The researcher is interested to improve students' ability in comprehending narrative text by using the take and give strategy because, take and give strategy gives opportunity for the students to be more active in comprehending narrative text. Besides that, take and give strategy is formed in group discussion that consists of four students the students so that they have opportunity to share their idea with other students. Therefore, the students can motivate each other in their group to understand the contents of the text.

The researcher chooses MTs Muhammadiyah Isimu for this research because, he wants to stimulate students to help them to improve their ability in comprehending the narrative text.

From description above, the researcher would like to find out whether using take and give strategy can improve students' ability to comprehend the narrative text or not.

Therefore, the researcher formulated the title of this research "The Effect of Take and Give Strategy Towards Students Reading Comprehension".

### ***Problem Statement***

The problem statement in this research is: "Can take and give strategy improve the students' ability in reading comprehension?"

### ***Objective of research***

The aim of the research is to find out whether take and give strategy can improve the students' ability in reading comprehension or not.

### ***Scope and Delimitation of Research***

In this research the researcher focus on take and give strategy as general topic and he limits the study on students' ability in comprehending the narrative text.

### ***Significances of Research***

There are three significances of the study. They are as follows:

1. This research is expected to help the students in improving their ability in comprehending the narrative text.
2. This research can enrich the teacher's strategy of solving the students problem in coprehending the narrative text.
3. This research will usefull for teaching learning process especially for teaching the reading text to the students.

#### ***4. Research Hypothesis***

The researcher formulate the hypothesis that ‘‘The use of Take and Give strategy can improve the students’ ability in comprehending the narrative text’’.