

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading is a basic life skill. Facing the new globalization era, students need reading activities because there are much information that must be shared as much as possible. Students are required to be able to read. By knowing much information, students will be able to discover the news all over the world. When they don't have the willingness to read, they will get nothing. On the other hand, there will be much information they get, if the students often read. Without the skills of reading comprehension and motivation to read, students' academic will be limited. As the result, students interest in reading comprehension will be low

Various parties claim that the Indonesia people's interest in reading comprehension is still low. Vincent Grenary study (2009) reported that students' reading ability was 51,7 percent in Indonesia, the final sequence after Philippines (52,6 percent), Thailand (65,1 percent), Singapore (74,0 percent) and Hongkong (75,5 percent). That is the ability to read. Indonesian's students worst than students from other countries.

Nowadays, in teaching reading the teacher usually orients to the students' English textbook. Teacher teaches the students by asking the students only to read the text and answer the questions. Such activities does not give any opportunities to improve the students' knowledge in reading. It doesn't give any contribution to the students' reading comprehension. Therefore, students cannot comprehend their reading text and be passive in teaching learning process. In this case, most of

the students still found difficulties in comprehending a reading text. This situation must be overcome by the teacher. The teacher should make variation and choose a suitable strategy in teaching reading in order to make the students interested in reading.

There is a significant problem to master reading skill in school especially in junior high school. Almost the number of the students cannot read the text and grasp the meaning from the text. The students felt that it is not easy to have ability to draw meaning and interpret the information from the text. This problem makes them not interested in reading the text. Besides, the teacher's strategy in teaching reading comprehension cannot solve the problem. The teacher's strategy is monotonous so the students often get bored while reading. When reading the text, the students' inadequate knowledge of the ability to determine what is the most important, they can be quickly buried in meaningless, and if they do not know what to pay attention to as she reads, they may become frustrated and quickly tune out (Moreillon, 2007).

Reading is difficult to learn, especially in reading English material. The students' lack of interest in reading the text, lack of understanding words and sentence, how sentence relates one another, how the information fits together in meaningful ways and the teacher's monotonous strategy in teaching reading comprehension are the factors of failure in reading comprehension.

Based on the writer's observation, the writer found that the students felt difficult and not interested in reading a text. They are not interested because the

teacher only ask them to read, translates the text, and answers the question given by the teacher.

Considering to the condition above, it is needed to provide the strategy in teaching reading. The writer would like to conducted a research by using the strategy, that is Fix – Up Options strategy which help the students increase their achievement in reading comprehension. The strategy has several options (reread, read ahead, figuring out unknown word) to make the students easier to comprehend and get the thread meaning of the text.

B. The Problem of the Study

Based on the background of the study a research problem is formulated as follows :

“Is there any significant effect of teaching with Fix – Up Options strategy on Reading Comprehension?”

C. The Objective of the Study

Parallel with the research problem formulated on the previous section, the objective of the study is to investigate the effect of applying Fix – Up Options strategy significantly affects on the students’ reading comprehension.

D. The Scope of the Study

In this study, the writer discuss only using of Fix – Up Options strategy on the students’ reading comprehension. In this case, the writer introduces Fix – Up

Options strategy for the first year of Junior High School students. This strategy can use in any text, but the writer only focus on the descriptive text.

E. The Significances of the Study

Finding of the study are expected to be useful and relevant theoretically and practically.

- Theoretically for other researchers, who are interested in getting information about this strategy and conducting a research in the same subject matter with different participants.
- Practically, the findings are useful for :
 - a. English teacher, who want to get information to enlarge their knowledge and improve their ability in teaching reading.
 - b. Other researcher, it will be basic information in conducting further researcher.