

# CHAPTER 1

## INTRODUCTION

In the first chapter, the writer would like to present the introduction of the study. This chapter is described in nine sub chapters. They are the background of the study, the statement of the problem, the objective of the study, the scope and limitation of the study, the significance, the definition of the key terms, the theoretical framework, the hypothesis, and the organization of the study.

### 1.1 Background

To be able to read English text comprehensively is very important for senior high school students. By reading a lot the students can broaden their knowledge. The students can get a lot of knowledge which will be beneficial in their life. Doehring et al as quoted by Sannia (1998:1) ensures that reading can add greatly to the quality of students' life.

In line with the language learning, Williamson (1988:7) has the same belief with Doehring. She states that reading is good for language acquisition. Reading promotes better spelling and writing skills. Besides that, it makes our reading ability better and increases person vocabulary mastery.

Furthermore, according to the 2004 English curriculum for SMU, Departemen Pendidikan Nasional states that students in the senior high school are expected to achieve informational level which is having the ability to access knowledge from their language because they are prepared to enter university. The

students are expected to be able to read English textbooks mostly used in the university. So, reading ability is very essential for senior high school students.

Until now many of them still have a low ability to read and comprehend the content of a reading passage. Based on the writer's experience during her study at senior high school, the students usually get bored in the reading class due to the teaching method conducted in the reading class. Sometimes, the method used in the reading class is the grammar translation method which is as the traditional method.

In this method, the reading activity is started by the teacher asking the students to read the reading passage silently. Then, the teacher gives the students opportunities to ask the meaning of some difficult words. After that, the students are asked to translate the reading passage into Indonesian and it is continued by asking the students to answer the questions. The teacher can not give the same personal attention to all of the students since this method is applied in large group of students. And since the characteristic of this method is teacher – centered, the students can not learn actively in class.

On the other hands, there is a method namely cooperative learning consisting of many techniques to raise student interaction in class. One of its techniques is M.U.R.D.E.R technique which is suitable to be applied in reading class. Olsen and Kagan (1992:3) state that by doing cooperative learning, the students' learning can be improved and their academic achievement can also be increased since the students can study actively in class. The students will get

knowledge not only from the teacher but also from their friends by doing the consultation.

By considering the students' difficulties in reading comprehension and the condition of teaching reading stated above, the writer conducted a research on the effect of the Grammar Translation Method and M.U.R.D.E.R technique of cooperative learning in teaching reading on the students' reading achievement. This study is in the form of a comparative study.

## **1.2 Statement of the Problem**

Based on the background of the study, the writer states the major problem as follows:

“What is the effect of the Grammar Translation Method and the M.U.R.D.E.R technique in teaching reading on the reading achievement of eleventh grade students of senior high school?”

In this study, the students' reading ability includes: (1) identifying the explicitly stated information, (2) identifying the implied information, and (3) identifying the main idea. Thus, the writer also includes the minor problems:

1. What is the effect of the Grammar Translation Method and the M.U.R.D.E.R technique in teaching reading on the reading achievement of eleventh grade students of senior high school to answer factual question?
2. What is the effect of the Grammar Translation Method and the M.U.R.D.E.R technique in teaching reading on the reading achievement of eleventh grade students of senior high school to answer inference question?

3. What is the effect of the Grammar Translation Method and the M.U.R.D.E.R technique in teaching reading on the reading achievement of eleventh grade students of senior high school to answer the main idea question?

### **1.3 Objective of the Study**

Derived from the above statements of the problem, the objective of this study is:

To find out whether eleventh grade students taught by the Grammar Translation Method have better reading ability than those taught by the M.U.R.D.E.R technique.

In order to achieve this main objective, the following sub-objectives are investigated first, they are:

1. To see whether eleventh grade students taught by the Grammar Translation Method have better reading ability in answering factual question than those taught by M.U.R.D.E.R technique.
2. To see whether eleventh grade students taught by the Grammar Translation Method have better reading ability in answering inference question than those taught by M.U.R.D.E.R technique.
3. To see whether eleventh grade students taught by the Grammar Translation Method have better reading ability in answering main idea question than those taught by M.U.R.D.E.R technique.

### **1.4 Scope and Limitation of the Study**

The writer finds that it is necessary to limit the scope of this study. This study is limited to studying the effect of the Grammar Translation Method

and the M.U.R.D.E.R technique in teaching reading on the reading achievement of eleventh grade students of senior high school. The other variables such as age, sex, and English proficiency were not examined since they were considered equal. The students participated in the experiment graduated from SLTP (Sekolah Tingkat Lanjutan Pertama) in the same academic year.

Further, the writer defines the limitation of the reading techniques she will use in the study. To get the effect of the Grammar Translation Method, the writer is going to use the translation technique when she teaches in the control group. While in the other hands, the writer is going to use M.U.R.D.E.R technique which is one of the techniques based on the cooperative learning in the experimental group.

### **1.5 Significance**

This study is designed to give contribution to the teaching of reading at senior high school. It is hoped that the results of the study will give useful information about the effects of the Grammar Translation Method and the M.U.R.D.E.R technique in teaching reading, particularly to the eleventh grade students of senior high school. The writer also hopes that the study will help teachers to develop a method of teaching reading to the students of English as a second or foreign language in order to improve the reading ability of their students.

### **1.6 Definition of the Key Terms**

To avoid misunderstanding or misinterpretation, the following key words are necessary to be defined.

a. Method:

A particular way of doing something (Hornby; 2000:803). In line with teaching, method is a generalized set of classroom specifications for accomplishing linguistic objectives (Brown; 1994:51).

b. Technique:

A particular way of doing something, especially one in which you have to learn special skills (Hornby; 2000:1334). In line with teaching, technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives (Brown; 1994:51).

c. Factual question:

A type of question which is referred to the information stated explicitly in the passage (Sannia; 1998:6).

d. Inference question:

The type of question which is referred to the information stated implicitly in the passage (Sannia; 1998:6).

e. Main idea question:

The type of question which is referred to find the main idea of the paragraph in the passage (Sannia; 1998:7).

f. Grammar translation method:

A method in which its goal is to make the students be able to read literature written in the target language (Larsen-Freeman; 1986:11).

g. Cooperative learning:

According to Olsen and Kagan as cited by Kessler (1992:8), cooperative learning is a group learning activities organized to make each learner in group able to exchange information and enhance his own learning and the learning of others.

h. M.U.R.D.E.R technique:

A reading technique which emphasizes on the students' comprehension and recall of the reading passage.

### **1.7 Theoretical Framework**

This study is suggested in order that the students as second language reader can comprehend the passage by activating all their background knowledge. Thus, this study is based on the theory of reading, the schema theory, the teaching of reading, the theory of grammar translation method, and the theory of cooperative learning by using M.U.R.D.E.R technique.

### **1.8 Hypothesis**

The major hypothesis of the study is: "There is a significant difference in the reading achievement of the eleventh grade students who get the Grammar Translation Method and those who get M.U.R.D.E.R technique." Before the main hypothesis is answered, the following minor alternative hypotheses are tested:

1. Students who are taught by using M.U.R.D.E.R technique shows a better reading achievement in answering factual question over students who are taught by using the Grammar Translation Method.

2. Students who are taught by using M.U.R.D.E.R technique shows a better reading achievement in answering inference question over students who are taught by using the Grammar Translation Method.
3. Students who are taught by using M.U.R.D.E.R technique shows a better reading achievement in answering main idea question over students who are taught by using the Grammar Translation Method.

The alternative hypothesis is then formulated in its null hypothesis to be tested, that is: “There is no significant difference in the reading achievement between the eleventh grade students of senior high school who get the Grammar Translation Method and those who get M.U.R.D.E.R technique.”

### **1.9 Organization of the Thesis**

This study consists of 5 chapters. In chapter one, the writer would like to present the introduction of the study that deals with the background of the study, statement of the problem, objective of the study, scope and limitation of the study, significance, definition of the key terms, theoretical framework and hypothesis. Chapter two deals with the review of related literature. Chapter three is about the research methodology. Chapter four is concerning with data analysis. In the last chapter, the writer gives conclusion and some suggestions.