

CHAPTER I

INTRODUCTION

This chapter presents (a) background, (b) identification of the problem, (c) the limitation of study , (d) formulation of the problem and (e) significances of the study

A. Background

As an international language, English has important position in the world for communication. Communication may occur both in oral and written forms. As we know that, Learning English means learning language skill and language components. Learning English subjects involves 4 (four) language skills. They are listening, speaking, reading and writing. Then, language components, they are pronunciation, grammar, vocabulary and spelling.

Reading is one of the skills that one has to master beside speaking, listening and writing. Reading is very important to learn in school. Through the teaching and learning of reading. The students are expected to be able to comprehend the written text they read. By understanding and interpreting the written texts, the learners can transfer the information of text. But in fact, some of the student still save some difficullties in finding general information in the passage.

Finding specifics information, identifying explicit and implicit information. This condition might because by several factors such as

students' low intelligence, students' low ability in mastering the reading skills and the monotonous teaching reading technique done by the teachers. In teaching reading a teacher should be able to motivate and support their students development in their reading skill. Teaching reading is not an easy ask for a teacher of English due to the complex nature of the reading process. The teacher should make the atmosphere of reading lesson more attractive so that the students are motivated to study.

"How do we inspire students to learn English?" English teachers at school always wonder. Since students' motivation is important for the efficacy of teaching and learning English, English teachers have long been concerned about their students' motivation. Many experts have different concepts of motivation. According to Harmer in Simaibang (2017), motivation is an internal drive that drives someone to take a specific action. Students are strongly motivated to accomplish their goals by doing whatever it takes. Different types of targets may be perceived by motivated language learners. The process of initiating, directing, and managing goal-oriented activities is referred to as goal-oriented activity management.

According to Harmer in Simaibang (2017), there are two types of learning motivation: There are two types of motivation: extrinsic and intrinsic. Extrinsic motivation is concerned with events that take place outside the classroom, while intrinsic motivation is concerned with events that take place within the classroom. Internal and external forces that

create inspiration and enthusiasm in people to be constantly engaged and dedicated to learning a subject or making an effort to accomplish a goal are drives that profoundly motivate people to pursue their lives. Extrinsic motivations are those that come from outside of the individual and are often used as rewards, such as trophies, money, social recognition, or praise.

Extrinsic motivation, on the other hand, happens when we are motivated to perform an action or participate in an activity in order to receive a reward or escape punishment (Simaibang, 2017). Extrinsic motivation can lead to activities such as: (1) studying hard to get a good grade on an exam, (2) cleaning your room to avoid being reprimanded by your parents, (3) participating in sports to win trophies, and (4) competing in a contest to win a scholarship.

Furthermore, intrinsic motivation entails engaging in action because it is personally rewarding; in other words, doing something for the sake of doing it rather than for the sake of receiving an external reward. In the end, it is intrinsic motivation that will have a long-term impact on students. It will motivate them to understand and apply what they are learning, as well as increase their desire to read and learn about writing, speaking, listening, reading, and other academic subjects, according to Simaibang (2017).

In the junior high school 3 Palembang , in this case Junior High School level, reading is one of the learning requirements for the students to be successful in their study and one of important skill in learning language, The researcher finds the students are bored and lazy to read English texts at Junior High School 3 Palembang. Moreover, based on the average score of the result of final exam on seventh grade students at Junior High School 3 Palembang was 68. They should have gotten an average score based on cut score of English subject is 75.It can be caused by the students doesn't know about the meaning of the English texts especially in narrative texts. In this case, the teachers should find alternative solution to make the students interested and understand about the meaning of the written texts.

Based on the problem above, the writer chose Cue Card strategy as an alternative solution to increase the students' motivation and their performance in learning English especially in reading . Cue cards are cards with pictures and some written cues. They are used in pair or group work to help students learn reading skills. Cue cards can be easily creative by the teacher and easily understood by students. They are effective in helping students describe pictures and cues on the cards and, Thus support reading activities. Cue cards are interesting, visible and easy to be made by teacher and easy to understanding by the students. Cue cards are also effective which used to describes something picture in the cards to help the reading activities.

According to Simaibang (2016, p.63). "Reading is one of the four language skills. It is categorized under receptive skill that is concerned with ability to apprehend the meaning of the written or printed materials " By Reading, students can increase their knowledge because it can give a great contribution to the readers who are willing to get information. In learning reading comprehension, the students learn how to read well and sometimes the students have also to learn how to translate the reading passage into Indonesian and the students learn how to comprehend the reading passage.

Based on the explanation above, the writer will be used conduct a research entitled The influence of using cue cards in peer group activities and learning motivations toward seventh grade students' reading comprehension of narrative text during the "New Normal" at junior high school 3 Palembang

B. Identification of The Problem

The problem of this study is can be identified by the seventh grade students of Junior High school 3 Palembang. It is based on the writer's experience in Teaching at school. The writer finds the students who were difficulty in understanding reading material and not interest about learning English especially reading skill and the Students do not know how to study with cue cards technique Basically, they are less motivated to comprehend, cannot answer questions well, lack of vocabulary and aren't interested to read the texts.

C. Limitation of The Study

This research limited on the Influence of Using Cue Cards in Peer Group Activities and Learning Motivation Towards Seventh Grade Students' Reading Comprehension of Narrative Texts during The "New Normal" at Junior High School 3 Palembang.

D. Formulation of the Problems

In the line a description above , the problem of the study are formulated in following question in the following question :

1. Was there any significant difference in reading comprehension achievement between high learning motivation who were taught use cue cards and those who were taught o no treatment?
2. Was there any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught using cue cards strategy?
3. Was there any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught no treatment?
4. Was there any significant interaction effect of cue cards strategy and
5. learning motivation on students' reading comprhension achievment ?

E. Significance of the Study

1. For the English Teachers

This research can be helpful for the teacher of English to create their strategy in teaching reading. In other words this study may be useful for teachers of English who are searching for an alternative strategy for teacher of English reading comprehension of narrative text.

2. For the Students

This research may be useful for student who are leaning reading comprehension / by knowing the result of this research, they will know that their reading skill can improve even though their motivation in learning English is still low

3. For the Writer

This research will be useful for the writer herself. By doing this study the researcher will be able to improve in teaching reading comprehension narrative text so that can improve her skill

4. For the Institution

This research will be useful for the institution it can know more about on the Influence of Using Cue Cards in Peer Group Activities and Learning Motivation Towards Seventh Grade Students' Reading Comprehension of Narrative Texts during at Junior High School 3 Palembang and it can be as a sources.