

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, statement of the problems, objective of the study, hypothesis, scope and limitation of the study, significance of the study and definition of key terms.

1.1 Background of the Study

Various languages are used in this world in order to communicate one another, one of those is English. Because it is widely used of English in this world for communication, so that English turn out to be International language. Seeing that it is necessary of mastering English, therefore it has to be taught in the school. In Indonesia English is taught as a foreign language from early education up to university. As stated in *Kompetensi Inti dan Kompetensi Dasar (KI-KD) in Kurikulum 2013 or K-13 of SMP Tahun 2017*, English is compulsory subject which is taught and learnt in a formal education that has the ultimate objective to develop the English communicative competence, namely speaking, listening, writing and reading. As we know that English has four skills that are speaking, listening, writing, and reading. In order to emphasize the student's ability to use English in many kinds of text, reading is the major skill that has to be mastered for understanding many kinds of English text. As argued by (Brown, 2003:195), In foreign language learning, reading is likewise a skill that educators directly foresee learners to gain.

However, comprehending English text as Foreign Language for Indonesian student is difficult. Considering the enormous essential of reading for EFL learners, knowing about what constitute reading skill and what can resolve difficulty for EFL learners in the plan study of reading a text sound to be vital (Kheirzadeh & Tavakoli, 2012). Based on the preliminary observation on the teaching and learning process in SMP Muhammadiyah 15 Surabaya the researcher found that it seemed hard for students to understand text. Students find difficulties in finding the meaning of text. There are many kinds of text that students have to learn for instance descriptive, recount, narrative, report, and procedure.

Descriptive text is a text that tells a factual description of a particular person, place, animal, or thing. It purposes to describe. It is taught at the second semester in seven grades, based on core competencies and base competencies *in Kurikulum 2013 or K-13 of SMP Tahun 2017*. Though students usually describe a thing in their life but students find it is complicated. There are some factors that affect the students' difficulties. Communication between teacher and students did not going well, it was only one- sided communication. The students just listen to what teacher said and the limitation on students group work for doing the assignment. Then, the students are not interested because they are asked to read without any strategy make students feel bored.

Reading can be easy if the students use strategy while they are reading the text. In the words of (Linse, 2005:92) Pupils can be taught by using strategies to grasp the informational texts. It is necessary to make reading activity more interesting, so that the students' reading comprehension can increase. Reading strategy can be applied to create the fascinating reading activity. By applying reading strategy, students can be interested and active to participate in the classroom activities. When the students active in participating reading activity and work with the reading strategy while they are reading the text, the troublesome that the students have in comprehend the text may be solved. The students' reading comprehension can increase as well as their reading comprehension achievement.

POSSE strategy assisted with QR Codes can be one of the reading strategies that can make students want to pay attention in the classroom activities. Students can easily describe the text and elaborate it in more details as they attracted by color and graphic in the POSSE strategy sheet. Graphic organizers are devices to aid learners visually sort out the information that they have read or will read (Linse, 2005:88). Therefore, students can focus and reduce chattering in the class because of the use POSSE strategy in their reading activity. POSSE strategy in teaching reading especially can help students to predict what the text is about, organize their thought, and also the main idea. They will easily recognize and comprehend the text while they use this strategy. POSSE strategy may facilitate

students in comprehend the descriptive text because it can be interesting for the students. POSSE strategy sheet can describe and elaborate text into more detail so that the students can simply remember the information, knowledge and point of the text. The POSSE strategy has developed students' vocabularies, and cultivated their participation inside the classroom, in spite of the massive amount in the class (Jameel, 2017:130)

Due to the rise of the development technology, it is important to engage classroom activity with technology. "Technology may have first entered the language classroom in the 1950s and 1960s in the form of the language laboratory" (Brown, 2000:143). The use of smart phones and tablets in the classroom may help to accomplish the learning objective. "The advent of the language lab brought promises of great breakthroughs in language teaching: technology would come to the rescue of less than totally effective method" (Brown, 2000:143). However, many teachers still use the conventional teaching in their classroom. They do not engage the class with the technology because they believe that if they use technology the students will mainly focus on their social media rather than the material that they learn. Rather than use social media in teaching, we can reduce the students cheating in opening other tab or page that not related to the teaching and learning by using QR Codes. The use of Quick Response Codes is one method to connect the class with technology. QR codes mainly use for advertising in Japan but now we can create it for teaching and learning process. "QR codes are relatively type of matrix barcode that, when scanned by mobile device, redirects the scanner to the URL that the QR code is linked to. Currently employed primarily for advertising, QR codes afford ample opportunity for educational purposes."(Thorne, 2016:747)

From the statement above, it can be assumed that POSSE strategy assisted with QR Codes in teaching reading is needed to help students comprehend the text. Therefore, considering the problems of reading discussed before, the researcher investigates: "The Effectiveness of POSSE Strategy assisted with QR Codes on Students' Reading Comprehension Achievement".

1.2 Statement of the Problem

The formulation of the problems is as follow:

- 1.2.1 Is the use of POSSE strategy assisted with QR Codes effective toward students' reading comprehension achievement at the seventh grade of SMP Muhammadiyah 15 Surabaya?

1.3 Objective of the Study

The objective of the study is to explain the empirical evidence of the effect of POSSE strategy on students' reading comprehension achievement at seventh grade of SMP Muhammadiyah 15 Surabaya whether it is effective or not and describe the student's response toward the use of POSSE strategy on their reading comprehension achievement.

1.4 Hypothesis

H₀: there is no effectiveness of teaching descriptive text by using POSSE strategy assisted with QR codes on students' reading comprehension achievement at SMP Muhammadiyah 15 Surabaya.

H₁: there is effectiveness of teaching descriptive text by using POSSE strategy assisted with QR codes on students' reading comprehension achievement at SMP Muhammadiyah 15 Surabaya.

1.5 Scope and Limitation of the Study

Based on the problem identification above, the problem will be focused on the effect of using POSSE strategy assisted with QR Codes in teaching reading of descriptive text at seventh grade of SMP Muhammadiyah 15 Surabaya.

1.6 Significance of the Study

- 1.6.1 For teachers

The result of this study is expected to be able to enrich the skill of the teachers in using the POSSE strategy assisted with QR Codes as a strategy in teaching reading of descriptive text in order to increase students' reading comprehension achievement.

1.6.2 For students

Optimistically, the use of POSSE strategy in teaching reading descriptive text can make the students more understand in doing their tasks associated with the reading material and they will interest with the use of POSSE strategy assisted with QR Codes, and their understanding of descriptive text can also be improved.

1.6.3 Further researchers

The result of this study will be as a reference for further researchers who have interest in doing research related to the same issue more intensively.

1.7 Definition of Key Terms

1.7.1 POSSE Strategy

POSSE strategy is reading comprehension strategy developed by Carol Englert and Troy Mariage in 1991. POSSE stands for Predict, Organize, Search, Summarize, and Evaluate.

1.7.2 QR Codes

Quick Response codes, a type of matrix barcode that scanned by mobile phone. When it scanned, it will direct to the URL that the QR Codes is linked to.

1.7.3 Reading Comprehension

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.

1.7.4 Descriptive Text

Descriptive text is a text which aims to describe an object by showing particular feature.

