CHAPTER I

INTRODUCTION

This chapter elaborates reviews of related the studies, background of the research,research problem,aim(s) of study and significance of study consist of implication and application.

1.1 Background

Reading comprehension is necessary in language, for people to be able to make sense of what they are reading. It is a part of reading subject which is emphasized of the content, the aims is to get information, to understand and to draw something from the text. Kristin and Leah (2010:43) explain, that reading comprehension can be achieved when a reader has a capability to get some information from the written text. So,if the reader does not have the ability to read then the result of the reader will not be maximized.

Reading comprehension can be seen as one of reading goals. It can be defines as the readers understand what the text tell about, knowing the main idea of the text, and the details of the text, then combine it with their knowledge about the topic discussed. Some also see reading comprehension as a very complex activity.

In the learning process, there are four skills needed, namely, speaking, reading, writing and listening. One of the things that will be discussed is reading skills. According to Wixson, Peters, et all (1987:93), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Teachers have an important role in helping students to read and understand a text so that it can support the education,

especially in terms of reading. Reading is a part of daily activities which is always done by someone. He or she usually reads to find something that he or she wants to know, need other opinion which wants to check clearly some information (Rahayu, 2014:255). Therefore, reading is significant to have the clear understanding of information.

Reading is also a way for teachers to know students abilities and that ability can be seen from the way the teacher gives a reading test. There are various techniques in reading as conveyed by Grellet (1998:67) which are summarized as; cursory reading, extensive reading, intensive reading, receptive reading, responsive reading. For example, a teacher gives a responsive reading test, so the questions or tests made must be in context. The same thing was said by Lado (1979:143) in Tarigan (2008:7) that "reading is not only an activity carried out by saying what we see but reading comprehension is understanding the language patterns of the written picture. In interpreting the reading, the reader must try to analyze and understand what he reads.

Learning models are needed in teaching and learning activities. The teacher should use varies according to the objectives to be achieved after teaching ends. An educator will not be able to carry out his duties if he does not master one of the teaching methods formulated Djamarah (1991: 72). In this case, the example non example model will be used to teaching students in learning to understand and discuss concepts. Example non example is a learning model to analyze an image to convey a material.

Learning model Example Non Example is a learning model that uses pictures as learning media. According to Rochyandi (2004:51), the Example Non Example

type cooperative learning model is: " A type that activates students by means of the teacher pasting example of picture that are appropriate to the learning objectives, then students are told to analyze it and discuss the result o the analysis so that students can make essential concepts.

Examples non examples learning model is a learning that uses images as a medium to convey learning material. This model aims to encourage students to think critically by solving the problems contained in the examples of pictures (Hanafiah, 2010:45).Through this learning model, students were expected to choose and adjust the examples through the picture so that it is expected to improve the learning outcomes of students (Uno, 2012: 117). By using pictures as media, it can encourage students to be more active so that not only teachers are active in learning.

Example Non Example learning model is one example of a learning that uses media. Media in learning is a source used in the teaching and learning process. That uses of media is structured and designed so that children can analyze the image in the form of a brief description of what is in the image. So that in learning activities students are expected to be actively motivated to learn.

Referring to previous explanations background, the wsriter is interested in doing research entitled: **The Use Of Example Non Example Model to Improve Students' Reading Comprehension In Teaching And Learning At SMP Negeri 6 Sabu Barat.**

1.2 Research Problem

Based on this background, the problem of this study is: Does the use Examples Non Examples learning model improve eight grade students' reading comprehension?

1.3 Aim of Study

Based on the formulation of the problem, the aim of this research is to find out whether Examples Non Examples model improve eight grade students' reading comprehension.

1.4 Significance of Study

The results of this study have some implication and application as follows:

1.4.1 Implication

The medias used in Examples Non Examples learning are pictures with the aim of helping the teaching process, approaching the situation with the real situation so that students can analyze the image into a form of a short description of what is in the picture. As revealed by Komalasari (2017:61) that example non example is a learning model that teaches students about the problems around them through the analysis of example in the form of pictures, photos and cases that contain problems.

1.4.2 Application

The application of this research is to provide information as a source for people or further research who wants to know or conduct further research related to the Example non-example model in students' reading comprehension.