

CHAPTER I

INTRODUCTION

Chapter one as an introduction covers description of the research background. It consists of Research Background, Research questions, Research objectives, Research scope and Research significant.

1.1 Research Background

The four language skills that are taught in English schools are listening, speaking, reading, and writing. These skills enable students to understand, produce, and utilize language in interpersonal communication. In order to convey what they need, share how they feel, or explore opinions and ideas through speaking and writing, students must be able to use English effectively in practical circumstances. This includes understanding new information, thoughts, and remote cultures by listening and reading (Kizi, 2023). The two characteristics by which the four fundamental abilities are related to one another are the manner of communication (written or oral) and the process of communication (messaging received or sent). This indicates that there is a correlation between all four language skills and learning English, particularly regarding reading.

Additionally, reading is a process that involves looking at a book and interpreting it; pupils may find this challenging since they must make connections between words to grasp the text. In this instance, students can attempt to enhance their reading comprehension skills to tackle the challenging subject. These supported by Guntur, Gani and Mustafa (2021) One of the most crucial language skills to be cultivated starting in childhood is reading. This cannot be seen as a one-time acquisition of rote knowledge. Instead, it might be understood as a difficult process of providing context and meaning to texts that are read in a variety of ways.

Based on pre-observation, Students at Al-Ikhlash Female Modern Boarding School have the difficulty in language skill especially in reading skill. Students from Al-Ikhlash Female Modern Boarding School and their English teacher were interviewed to gather pre-research data. "What are the problems that are faced by the student in reading comprehension skill?" was

one of the interviews questions the researcher asked the instructor during her interviews with the students and the teacher. The English teacher claimed that the reading comprehension proficiency of the students at Al-Ikhlash Female Modern Boarding School is still lacking in the interview. Students still struggle to understand the text's core idea, and their limited vocabulary causes them to misunderstand the text. These are the two main reading skills challenges that the students face. Students KKM based on the data from the English teacher of Al-Ikhlash Female Modern Boarding School is 75. And students got ≥ 75 are 40% and ≤ 75 are 60%, it can conclude that the students' reading comprehension skill is still low and students still under the criteria of minimum mastery. It caused by students were low interest in reading and passive during lesson and its impact to students' reading comprehension skill isn't improved.

Mrs. Oom Romlah S.Pd.I as the English teacher of Al-Ikhlash Female Modern Boarding School explained students motivation in English subject especially in reading comprehension skill is needed. This indicates that the pupils require creative methods to address their reading difficulties. Based on the teacher's interview, the teacher discovered other issues that contribute to students' difficulties learning English, particularly with reading comprehension. Because they are still unsure of how to connect the words in a tale, students find it difficult to interpret texts and struggle to comprehend the main idea when they read. Because English is not their first language and they have not engaged in enough reading to gain sufficient background knowledge of English texts, the students at Al-Ikhlash Female Boarding School continue to struggle with reading. According to Wahyuni (2021) Reading is one of language skill that involves an advanced cognitive process to interpret symbols; this is a form of language processing. Helping others through reading is important. Understanding the words on each page of text requires reading, which is not an easy task. By attempting to draw connections between the words they read and their ideas, memories, and knowledge, readers engage in a sophisticated problem-solving process (Guntur, Gani, & Mustafa, 2021).

Based on explanation above, it concludes that an English Teacher should Implementation appropriate method to improve the students' interest

to read and enjoyable in teaching-learning process. And one of the methods which teacher can use is a teaching reading by Content Language Integrated Learning (CLIL). Therefore, among the learning methods, Content and Language Integrated Learning (CLIL) is a learning method which focuses not only on language but also on content (Guntur, Gani, & Mustafa, 2021). One of the main methods suggested to overcome the current issues with learning two abilities at once language proficiency and knowledge content is CLIL. In general, bilingualism is referred to by the main term of CLIL. Learning how to use the language and creating activities that allow students to use it for learning are the two main goals of the CLIL method. One of the materials that can support this method is Narrative text especially in folktales.

Based on the problems, educator collaboration in a Boarding school of Al-Ikhlash Female is needed to solve a problem face by students and educator. This collaboration uses a CLIL method in teaching reading skill among the educators. Collaborative action research, require early experiences in classrooms as basic in advancing proficient improvement of pre-service educator. The experience itself profitable because pre-service educator has been experienced of schools and start to watch the regular happenings by educator point of view (Ridwan & Athena, 2023).

There are previous researches that support this research. First, this research was conducted by Guntur, Gani, and Mustafa (2021), The purpose of this study is to evaluate how well students' reading comprehension abilities are improved by the Content & Language Integrated Learning (CLIL) approach. Conclusion in this research after the researcher finishes the previous chapter, she draws some conclusion as the result of the study, the outcomes demonstrated that implementing the CLIL method in Indonesian courses helped enhance students' understanding abilities. The difference in the average score between the reading comprehension pretest and post-test serves as evidence of this. The similarity this study uses multiple choice question in collecting data instrument. The difference this research is conduct at senior high school. In this research, the researcher uses Collaborative Action Research (CAR).

Second, this research was conducted by Anggraini, Munir, and Purwati (2023) The purpose of this research is to investigate the problems associated with implementing CLIL and the teacher's opinion on the matter. The purpose of this qualitative study is to investigate and examine primary school teachers' perspectives on the difficulties associated with using CLIL in the classroom. A teacher's opinions and difficulties with implementing CLIL were gathered through semi-structured interviews and open-ended questions. The study's findings unequivocally show that teachers' viewpoints were focused on the features of CLIL, how CLIL was implemented, and how well-versed in the subject and students' language. The similarity of this research is in taking the data. The difference this research use Collaborative Action Research (CAR).

Third, this study was conducted by Wahyuni (2021) The aim of this study is to develop a folktale-based educational technique. An action research approach in the classroom is used in this study. Fifteen children in the Elementary Class An-Nahdloh English course participated in the study. The process of conducting research is cyclical. Every cycle has four stages: acting, planning, observing, and reflecting. Tests are the method used to acquire data. Folktale-based reading assessments are used to collect data. Reading comprehension can be enhanced by employing folktales in elementary school at the An-Nahdloh English Course. The similarity previous research in a method of the research uses CAR, and the differences this research is in object research it uses senior high school for the object.

The previous researches above are different from the present research. The focuses of this research are on improving students' reading comprehension skill in ESP on the topic of folktales by using CLIL method. This research focuses more to find out the strength and weakness using CLIL method in improving students' reading comprehension skill at Islamic Modern Boarding School of Al-Ikhlash Female.

1.2 Research Questions

Based on background explanation, the research questions are as follow.

- 1) How does CLIL method improve students' comprehension skill in reading folktales?
- 2) What are the strengths and weaknesses of using CLIL method in improving students' reading comprehension skill?

1.3 Research Objectives

The research objective of this research are:

- 1) To improve students' comprehension skill in reading folktales by using CLIL method.
- 2) To find out the strength and weakness of using CLIL method in improving students' reading comprehension skill.

1.4 Research Scope

Focused of this research on improving students' reading comprehension skill by using CLIL method by folktales and to find out the strength and weakness of using CLIL method in Islamic Modern Boarding School of Al-Ikhlash Female with 14 participants of 10 grades.

1.5 Research Significant

This research expected to give contributions theoretical and practical points of view. These two points of view are as follows:

1) Theoretically

It is expected the results of this research would make a meaningful contribution towards teaching learning in reading comprehension skill. This research also gives a contribution toward teaching technique development especially in students' senior high school reading comprehension skill.

2) Practically

- Teacher: Give the alternative for teacher in utilize the teaching technique in reading comprehension skill

- Researcher: to enrich research related to teaching technique for teaching learning in the class, especially in reading comprehension skill.