

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, the formulation of research questions, the objectives of the research, the significance of the research, scope and limitation, hypothesis, and the definition of key terms.

A. Background of The Study

Reading is one of important skill in foreign language especially in English. The important of reading is an aspect that should be considered among language skill. There are four skills that should be mastered in learning English, that is listening, speaking, reading, and writing. Reading become one of the skill that can't ignore for each students. Because the successful of study depend on how often we read. McNamara (2007:3) stated that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means that by reading we may understand each word distinctly, that is an achievement of reading when understand what we read.

Reading also becomes important aspect in learning foreign language. Maria (2015:160) stated that reading effectively in foreign language is one of the most challenging activities for many students at school. It means that beside reading is important, it also one of challenge skill in learning foreign language, because reading need to think more and

it can be success to the students seriously. Certainly, this important skill helps students succeed in their learning process at school and in their lives in general (Dechant, 1991) in Maria (2015:160). So in order to be able to understand the language productively, the students have to read more the various text in the book. According to Patel and Praveen (2008:113) Reading is an important activity in life with which one can update his/ her knowledge. They also said that reading is most useful and important skill for people. In addition Richard and Renandya (2002:273) state that many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for study purposes. It means that the learners should have reading habit in reading foreign language to support their skill in mastering English.

Reading habit may essential for learning foreign language. It means that the students will be successful in learning English if they have reading habit. Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period (Patel and Jain, 2008:114). Thus, reading habit can help the students during the period when they have retired from active life. When the students begin to this language, the students should comprehend in reading first. Reading can help students to consolidating and extending one's knowledge of the language. According to Patel and Jain (2008) reading is certainly an important activity for expanding

knowledge of a language. In addition, Bignold (2003) cited in Chettri (2013) indicated that the habit of reading improved children's reading skill. A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency (Chettri:2003:14).

In classroom activity, teaching reading is the way to conveying knowledge to the students from the teacher using certain strategy and certain material in order to master reading itself. Teaching is a process that does not only give an information to the students, but also working with students. Tyson and carol (1970) state that teaching is a way working with students, a process of interaction, the teacher does something to students, and the students do something in return. It means that, teaching is a reciprocal relationship between the students and teacher. In teaching reading, the teacher' responsibility in helping students to comprehend in such kinds of the text by motivate them to achieve these goals. If the purpose of reading text will be done to understand the passage, thus the teacher should prepare the material before the teachers teach in the classroom.

In fact, in daily classroom activity, the learners often find difficulties in reading process. According to Grellet (1981:8) reading is active skill. It constantly involves guessing, predicting, checking and asking oneself questions. It means that when the students are in learning process, it is not only about read whole text, but it involves to guess of

meaning or the main idea of the text, then predict what the text about, and the question will appear if the students understand the text. Another difficulties faced by the students is difficulties in single word reading is extremely large. According to Torgeson and Wagner (1998) cited in Pierangelo and Giuliani (2008:17) the most severe reading problems of children with learning disabilities lie at the word, rather than the text, level of processing (inability to accurately and fluently decode single words. There are a lot of words in English likened with other languages and it is impossible the students know all of them. Afterwards another view that make difficult in reading process is understanding that is substitution of words where learners replace a word with another one(Runo, 2010:26). Many students extremely difficult in understanding the sentence especially in foreign language. They can read the sentence but they do not understand what the sentence about. In addition, the biggest factor that cause the students' difficulties in learning English especially in reading is they lack of vocabularies. Vocabularies is very important to increase students reading comprehension. According to Mikulecky (2008) reading comprehension depends on vocabulary knowledge and vice versa. The more students read, the better their vocabularies becomes. And the more vocabulary they know, the better they can read. This factor causes English language may become something too complicated to learn and make the students difficult in mastering and understanding English language well. The students that lack vocabulary find difficult to master four skill in

English language. Besides, it make them difficult to understand some sentences are comprised of words in a context and they do not have enough word to say what they have read. Furthermore, if the students will retell what they have read, they have a good communication too, it can support by increase their vocabulary in English to produce a meaningful and good sentences. Therefore, the students have to develop their vocabularies in order to they able to comprehend in reading English language well and able to communicate in foreign language.

In the learning process of reading, it is important for a teachers apply an interesting strategy to teach reading effectively. Hamdani (2011) said that in order to learning process optimally, teacher must determine which strategy is the most effective and efficient way to assist the students' achievement in learning objectives. The teachers should work on strategies that can help students to understand a text when they are reading. Sometimes, in learning process the teacher still ask the students to read the whole text and then answer the questions related to the text. This strategy often makes students bored in the classroom and can't motivate the students to learn more. According to porath (2014) through this principle, teacher-student interaction is achieved only by assigning tasks or questions to students; students working on and answering teacher questions; then teachers assessing student answers. It means that the instruction that given by the teacher in the classroom has not yet been effective because the strategy that are applied the students do not play an

active role in building their learning experience. Harmer (1998) indicated that English teachers should make their lesson interesting so that the students do not fall asleep. The interesting strategy that used to the students are expected to understand the lesson easily and the students can improve their learning experience in reading. Therefore, by using interesting strategy in teaching process should be considered in order to make the learning process more effective and efficient. Furthermore, the teaching and learning purpose can be achieved. So that, it is important for the English teacher to apply an appropriate strategy in learning process which can encourage students' motivate and building their learning experience.

In this study, the researcher tries to use the strategy in teaching reading. The strategy is known as PLAN strategy which is an acronym for four distinct step that is Predict, locate, Add, and Note. PLAN strategy is strategy that conduct the students to make a mapping concept to identify an information from the text. PLAN strategy is the strategy that guide the students in using concept mapping to identify information known that is new from the text (Caverly, Mandeville, and Nicholson, 1995). In this strategy, the students identify the text with four steps that involved before, during and after reading activities. This reading strategy offered by David C. Caverly, Thomas F. Mandeville, and Sheila A. Nicholson in 1995. When the students use this strategy for reading, it does not only help the students deeper understand of the text but also help them their

comprehension as well as academic reading. Ogle, Klemp and McBride (2007) state that the strategy called PLAN provides a structure to help students organize their reading and reflect on the text in short chunks. Begin by explaining to the students that having a plan to do any task makes the work easier and more efficient. This strategy will give them a plan to use when reading their textbooks. Therefore, this strategy was chosen because it able to stimulate the students to think actively, and it provides the detail concept in comprehending text. Thus, by using PLAN strategy the students will be easy to find an information of the text in their textbooks.

Predict, Locate, Add, and note (PLAN) strategy is good strategy to improve comprehension in reading. Fastilla (2012) states that PLAN strategy is a great strategy to help readers read informational texts actively and strategically. When the students use this strategy the students will comprehend in reading text better. By doing so, the students are able to make a summary, prediction, and master an important concept through four steps. PLAN is an acronym for four distinct steps that students are taught to use before, during, and after reading. The first step is to predict the text structure; students create a probable map or diagram based on chapter title, subtitles, highlighted words, and information from graphics. The second step is to locate known and unknown information on the map by placing checkmarks next to familiar concepts and question marks next to unfamiliar concepts; this causes students to activate and assess their

prior knowledge about the topic. The third step, add, is applied as students read; they add words or short phrases to their map to explain concepts marked with question marks or confirm and extend known concepts marked with checks. Note is the fourth step; after reading, students note their new understanding by using this new knowledge to fulfill a task (Barton and Jordan, 2001:95)

There are several previous studies related to this study. The first research was conducted by Ramadanis (2012) on the reading comprehension in narrative text. The first research showed that PLAN strategy gave significant effect in comprehending narrative reading text of the second year students. The second research in PLAN strategy was conducted by Santi (2016) on reading comprehension. The result of the second research is there is significant effect in reading comprehension using PLAN strategy. Amelia (2018) also conducted a research using PLAN strategy in descriptive text. The result showed PLAN strategy gave the better effect toward the students' reading comprehension on descriptive text. A study also done by Novita who conducted the research with combining PLAN strategy and Story Impression Strategy which PLAN as a reading strategy and Story Impression as pre reading strategy. Here, PLAN strategy is useful strategy that can help student in predicting text and even as this strategy is combined with Story Impression strategy which this strategy can help the students attend to the text. The result

showed that by using both strategy, the students' knowledge to predict what is going to happen in the text before they read was improved.

Predict, Locate, Add, and Note (PLAN) strategy is an effective strategy in comprehending of the text. Cohen and Cowen (2008) state that PLAN strategy is a four steps strategy that is used to increase comprehension of expository text such as nonfiction and textbooks. Reviewing the previous study above, some researchers conduct this strategy for such kinds of the text. However, Cohen and Cowen (2008) indicated that such instructional approaches as reciprocal teaching, QAR, and PLAN are research based comprehension strategies that help readers to comprehend both narrative and expository text. Therefore, this current study is trying to find out is there any significant effect of using PLAN strategy on students' reading comprehension of explanation text at the Senior High School. The researcher expects that PLAN strategy will give beneficial, especially for the teachers to use an interesting strategy to teach reading. Reviewing the previous study, some researcher conduct this strategy on students' reading comprehension can improve and this strategy is effective to teach foreign language especially in English. Furthermore, PLAN strategy can be a strategy that motivates for students. By using strategy, it can help students to further increase reading comprehension in comprehending text they are reading and stimulating students to think actively, master an important concept, and make them easier to find out the meaning of the context and text.

B. The Formulation of Research Questions

Based on the Background of the study, the writer formulates the problems in the following questions:

1. Is there any significant effect of using Predict, Locate, Add, And Note (PLAN) strategy on students' reading comprehension of explanation text of second grade students at MA Darul Huda Wonodadi Blitar?.

C. The Objectives of the Research

Based on the problems formulated above, the general objectives of the research are:

1. To find out the effect of using Predict, Locate, Add, And Note (PLAN) strategy on students' reading comprehension of explanation text of second grade students at MA Darul Huda Wonodadi Blitar.

D. The Significance of the Research

The researcher hopes that the result of this research give contribution for:

1. For Teachers

By using PLAN strategy in learning reading comprehension, it can motivate to create effective strategy in teaching English especially in teaching reading comprehension. Furthermore, the teacher can motivate students to improve their reading trough this strategy.

2. For Students Islamic Senior High School of Darul Huda

The result of this study can give contribution to improve students reading comprehension in the school.

3. Further Researcher

Further Researcher can use the result of this study as a reference to other researches with different skill or subject.

E. Scope and Limitation

This research is to describe the effect of using PLAN strategy toward students' reading comprehension of Senior high school of second grade in second semester. It is conducted at the second grade in Senior high school in MA Darul Huda. So, the result of this research only applied to the target population, especially at the second grade in Senior high school of MA Darul Huda.

The researcher does not give the limitation about the text here. So the researcher use the text that exists in the students' book in second semester.

F. Hypothesis

a. Null Hypothesis (H_0)

There is no significant different of using PLAN (Predict, Locate, Add, and Note) strategy on students' reading comprehension of explanation text to second grade of MA Darul Huda Wonodadi Blitar.

b. Alternative Hypothesis (H_a)

There is significant different of using PLAN (Predict, Locate, Add, and Note) strategy on students' reading comprehension of explanation text to second grade of MA Darul Huda Wonodadi Blitar.

G. Definition of Key Terms

From the research problem stated above, this research focuses on the PLAN strategy on students' reading comprehension of explanation text of second grade students at MA Darul Huda Wonodadi Blitar. In order to avoid misunderstanding, the key term use in this research are defined as follow:

1. Reading Comprehension

Reading comprehension means the process of understanding the text in order to get information of the text. Comprehension means understand the text by interacting its content. In reading comprehension, the reader should have knowledge about understanding the reading passage. The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.

2. Explanation Text

An explanation text is a kind of text which tells or explains processes relating to forming of natural or social phenomena or how something works. Explanation texts are factual genres. As a genre, explanation detail and logically describe the stages in a natural, social, or technological phenomenon of our world. In conclusion, explanation texts combine how and why.

The structure of explanation text include a general statement or phenomenon of topic discussed, Explanation sequences which may be

related according to time or cause, or according to both relationships, and a concluding statement (optional). While language features in arranging the text is using of simple present. The verbs in simple present will change by adding 's' if the subjects are 'she, he, it'. The second is using of complex noun groups to build detailed descriptions. Then using passive voice. It is often used when make an explanation text. Next, the students have to consider the using of explanation text to give details about what, why, or how something happened and using cause and effect word to show the explanation of phenomenon, like because, caused by and as a result of.

3. Predict, Locate, Add, and Note (PLAN)

PLAN strategy is an appropriate strategy to help the reader read informational text strategically. PLAN is an acronym for four distinct step that is Predict, locate, Add, and Note which involved in before, during, and after reading. Predict is selection content based on prior knowledge and experiences. Locate is familiar and unfamiliar word and concepts. Add is new information to prior knowledge. And note is how new information can be applied to everyday tasks.

Predict, Locate, Add, and Note is graphical organizer helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a single note-taking.