CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of seven sub-chapters. They are (a) Background of the Study, (b) Formulating of Research Questions, (c) Research Objectives, (d) Significance of the Study, (e) Scope and Limitation, (f) Hypothesis, (g) Definition of Key Terms

A. Background of the Study

There are four skill in English language teaching that students are required to master, they are reading, listening, writing, and speaking. Among those four skills, reading is the most important one. Brown (2007:21) states that reading is the most important skill in learning any subject. However, Krashen & Terrel (1983:131) states that Reading may contribute significantly to competence in a second language, there is good reason, in fact, to hypothesis that reading makes a contribution to overall competence, to all four skills. It means that the learners who have well in reading, they will good in other skill.

As a part of English skill, reading of English language should mastered by the learners. There are many reason why the learners should master reading. It is because reading is as basic skill than perhaps any other, not only for promoting the students personal development but also for cognitive development. Reading is a construction of meaning from written text – it is an active, cognitive, and affective process (Biddulph,

2002:3). By reading people can transfer of meaning from mind to mind, a message from a writer to a reader. In addition, reading can be used to build a concept, develop vocabulary, giving knowledge, adding personal enrichment process, develop intellect, help understand and understand the problems of others, developing self-concept and as a pleasure.

Reading is also the most difficult skill in English language teaching because reading is complex skill especially for reading comprehension. It needed high thinking to catch the meaning and the information in print and script within a social context. Reading skill is specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency and to mentally interact with the message. According to Biddulph (2002:8) states that Reading involves using a range of thinking skills in order to make sense of texts. In this case, reading is also can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency (Alyousef, 2005). It means that in the interactive process the reader guess, predict and try to get the meaning of the text about. As an essential part of language learning, having good reading is needed. It is because good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007: 1).

In this globalization era, Reading also plays the important role for EFL learners achievement especially in academic context for every level from Elementary School until the University because students need to comprehend and deal with all reading aspect and difficulties. Reading is as a basic skill in English language cannot be separated from the education. On the School Based-Curriculum or K13, reading is one of the important skills in English. It is based on the main and basic competencies in teaching and learning process. The basic purpose is English learners at school must be able analyze the structure of the text.

The explanation of the basic purpose above has means that the learners should have the competence in improving reading involves master the competence of understanding and comprehend of the text. Therefore, reading is one of the competencies that must be developed in the Senior High School based K13 especially for reading comprehension because it is an essential of reading that without comprehension, reading is nothing. It means that the comprehension has important role in reading skill.

Teaching reading for Senior High School students should be different from children in Elementary School. It is because different characteristics of their psychological background. In reading skill, the comprehension is needed especially for Senior High School students. John Kruidenier (2002:27) elaborated that comprehension is an active process and the reader must interact and be engage with the text for it to work well. It means that the students not only read for the text or answering

what is the text about. In reading comprehension, the students also should know the meaning of the text that they have read. There are two meanings that exist, they are explicit meaning and implicit meaning. Understanding explicit facts is one of the primary reading comprehension. While implicit meaning the students must read the text until they are really understand and comprehend the text well. It means that to know the implicit meaning of the text.

Based on the researcher observation, there were some facts show that many Students had difficulties in understanding and comprehend the text. They got difficulty comprehend the text. The students needed a lot of time in understanding the text. Besides that, the students only had a limited scope of vocabulary, and the topic of the reading passage made them not really understand. In fact, it was hard for them to master their skills in reading because most of the students fail in answering question related to the topic, student's motivation in studying reading was low.

Since the motivation was low, so they have some difficulties in reading comprehension. Most of the students can't comprehend the content of the text well. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process. The cause of the problem not only came from the students, but also from the teacher. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension in the class, speaking too fast, the explanation was unclear

and monotonous strategy used by the teacher in learning reading. The teacher did not understand how to manage their class and make the students feel bored to learn English especially for reading class. Therefore, the English teacher has to be able to organize teaching and learning activities; they have to give materials by using a suitable strategy and master the lesson effectively.

In achieving the objective above, it became a challenge for the English teacher to activate student's motivation to read. English teachers have to play important role in the class especially in teaching reading skill. The teacher do not only ask the students to read certain text in the book or students' exercises book (LKS), and then he asked them to do the task based on the text. But, the students needed more interesting learning especially in reading class.

Based on the difficulties above, the researcher wants to apply appropriate technique or strategies and teaching media in teaching reading. Nunan (1999:249) said that success in teaching depends on many factors, one of them is teaching strategy. In fact, it is probably true to say that more time is spent teaching reading than other skill. In this case, the technique should be interesting to have students interest during teaching learning process. One of the strategy is a graphic organizer. Liliana (2009) as cited in Praveen Sam D & Premalatha Rajan (2013) states that Graphic organizers are representations, pictures or models used for processing

textual information. It means that graphic organizer facilitates the students to understand the information to work with.

Graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizers often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas. The researcher chooses graphic organizer strategy because Graphic organizers provide a framework for students to connect existing knowledge to new information. Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). It means that Graphic organizer is wonderful strategy to get students actively involved in their learning. Because graphic organizers include both words and visual images, they are effective with a wide variety of learners. Thus, it will make learners more active because they are as a learner's center.

In general, there are many kinds of graphic organizer, they are star, descriptive map, tree, flow cart, T-chart, Venn diagram, word web, KWS, persuasion map, problem solving map, spider, timeline, pyramid, fishbone, pie charts, decision making diagram, story map, cluster, vocabulary map,

paragraph structure, character traits, biography diagram, animal report, cause and effect, classifying, compare contras matrix, cycle and watch.

Spider map plays the important role in reading comprehension because it helps the students to organize their thought. A spider map is the type of graphic organizer that is used to investigated and enumerate various aspect and of a single theme or topic. Report text is the text which presents information about something. In report text the writer provide detail information about something. By using spider map supporting detail can be shown easily. The spider map helping the student to focus on main topic and supporting ideas, requires the students to review what they already know in order to organize their knowledge and help the students to monitor their growing comprehension of the text.

Based on this explanation, the researcher is going to conduct this study by experimental with tittle "THE EFFECTIVENESS OF USING GRAPHIC ORGANIZER TOWARD THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF REPORT TEXT AT MAN TRENGGALEK"

B. Research Problem

Based on the background of the research, the researcher has formulated the following research question:

Is there any significant different on students' achievement in reading comprehension of report text before and after taught using graphic organizer?

C. Research Objectives

This research was conducted with the following objective:

To find out if there is significant effect of using graphic organizer on students' achievement in reading comprehension of report text

D. Hypothesis

The study belongs to quantitative approach in which the data are in the forms of numbers or scores. That is way, the researcher needed to formulate hypothesis. There are two hypotheses formulated in this study; Null Hypothesis (H_0) and Alternative Hypothesis (H_1).

$H_0 =$ There is no any significant difference on reading comprehension before and after using Graphic Organizer

$H_1 =$ There is any significant difference on reading comprehension before and after using Graphic Organizer

E. Significance of the Study

The findings of this study are expected to give contribution for the English teachers, English learners, other researchers and the writer herself.

1. For the teacher

    The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can give information

for the English teacher who teach reading comprehension by using Graphic Organizer can be applied to students as well

2. For the students

This study may be helpful to the students, because using Graphic Organizer in learning reading comprehension will make their understanding clearly and useful for student get the opportunities to improve their readings specify in understanding, developing, and explain main idea of the text.

3. The writer

It will get new knowledge and experience in teaching reading comprehension using Graphic Organizer, beside fulfill of the requirement for the degree of Bachelor of Education.

4. The Other Researchers

This study can be used for the references for developing effective strategy in teaching English

F. Scope and Limitation

Scope in this research is on studying reading comprehension. In addition, this study only focuses on applying of spider map graphic organizer strategy on the students' reading comprehension of report text at the eleventh grade of MAN Trenggalek.

G. Definition of the Key Terms

The writer gave the definition of the terms in order to avoid misunderstanding and ambiguity, as follows:

1. Reading Comprehension

Reading Comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 2010: 3). In reading comprehension, the students need to read a text then comprehend and construct the meaning from the text.

2. Report Text

Report text is a text which presents information about something as it is. It is a result of systematic observation and analysis

3. Graphic Organizer

Graphic Organizer is visual way that often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. It provide a framework Graphic organizer is a visual representation of knowledge that structure information by arranging important aspects of concept or topics into pattern using label (Billmeyer, 2008:27).

4. Spider Map

Spider Map is a type of graphic organizer that is used to investigate and enumerate various aspects of a single theme or topic, helping the student to organize their thoughts.