

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the most important skill in language learning. Reading cannot be separated in studying and learning process in the class. The necessity of reading skill is needed from the basic level until the higher academic level. In reading skill, the students are expected to be knowledgable and familiar with what the teacher has explained in the context. It means that the student are expected to have more skills to explain the content of the text after they comprehend the reading text. That is why the purpose of reading is to get some information from the text. The readers uses knowledge, skill, and strategies to determine what the text meaning is.

Reading texts consist of some kinds of reading text or genre, such as narrative text, recount text, argumentative text, analytical text, descriptive text, etc. In this case, argumentative text becomes one of the important reading text to be learnt, McCann (1989) states argument is an essential instrument for a free society that deliberates about social, political and ethical issues. Despite the importance of comprehending argumentative text, the research indicates that expository or argumentative text are not easily comprehended by students (Chambliss, 1995). There are several reasons that explain this difficulty in comprehending argumentative text. One of the reasons for poor understanding of argumentative text is that often students are not exposed to reading materials that include

extensive arguments . A second reason is that argumentative text is inherently difficult because unlike narrative text, One reason for this is that narrative texts have a consistent structure--setting, initiating event, internal response, attempt, consequence, and reaction. Argumentative texts may have a variety of structures. Because students in secondary schools as well as in colleges must be able to learn by using expository argumentative texts. Development of these strategies do not occur automatically for the majority of students, they need explicit strategy instruction. thus it is difficult for the students to navigate through the text to figure out the author's argument. students have difficulty conceptualizing structural elements of the argumentative genre. the last reason indicated that typical weaknesses include lack of support for reasons and poor organization.

In reality, Based on the writer observation in SMA Negeri 14 Medan , and founded that from 12 students, 8 students said that argumentative texts is a difficult texts , and they said argumentative texts is too long and using immature language, This indicates that their comprehension in Argumentative still low, they can not comprehend the content of the text, of course they will be difficult to do the task. Finally some of students couldn not pass the passing grade (KKM).

According to Kurikulum Tingkat Satuan Pengajaran (KTSP) of Senior High School, students are expected to be able to comprehend essay such as in descriptive, narrative, exposition and argumentative form in their daily life context and to access their knowledge. In this study, the writer only focuses on Argumentative text.

Reading comprehension is the process of making sense of text. One of skill that the students have to be mastered, but actually teaching reading comprehension is not easy task, because many of students bore and most of them became passive in the class when teaching learning process. They do not know what the text wholly is talking about. This situation is caused by sometimes the reading text is too long and the strategy of teaching that is used not suitable with students' needed. The teachers still use conventional strategy in teaching. The teachers distribute the text, ask students to read the whole text by using dictionary and then answer the questions related to the text. These activities are boring and do not motivate students to learn more.

Dowhower (1999) describes three interactive phrases of reading comprehension. The first is Pre-reading, this phrase for the reader activates prior knowledge, the second is Active Reading, this phrase for the readers set a purpose for reading, read silently and self monitor, the last is Post reading, this phrase for the reader recalls information, responds to reading, and extends knowledge. Most of the common study strategy programs incorporate these phrases in the process of comprehension. Finding, Observing, Reading, Connecting and Embracing (F.O.R.C.E.); Predict, Locate, Add, and Note (PLAN); and Know, Want to Know, and Learn (KWL) are strategies that incorporate activating prior knowledge, generating purpose for reading and questioning, monitoring comprehension, and extending information to new knowledge (Andrews, 1997; Caverly, Manderville, & Nicholson, 1995; Hurst, 2001; Mitchell, 1993; Ward & Traweck, 1993).

Based on the explanation above, among those strategies, PLAN strategy is a great strategy to help readers read informational texts actively and strategically. PLAN strategy is a four step used to increase comprehension of argumentative texts such as nonfiction and textbooks. It is an excellent strategy to promote study skills and should be taught as part of literacy. It is hoped that using PLAN strategy is a good way of teaching reading comprehension to help the students to make them more active in the class. In other words, by using PLAN strategy in teaching reading comprehension, it can increase students' skill in reading comprehension especially in argumentative texts.

B. The Problem of the Study

Related to the background of the study, the problem of the study is formulated as the following: "Does The Predict, Locate, Add, Note (PLAN) strategy significantly affect the students' reading comprehension?"

C. The Objective of the Study

This study is conduct to investigate the significant effect of using P.L.A.N strategy on the students' reading comprehension.

D. The Scope of the Study

Reading comprehension is dominantly affected by the strategy that is used. The comprehension in reading process can be reached when the reader knows which strategy that is needed to be used for the text type and understand how to

use it. Beside the strategy, the level of comprehension that the readers need to be reached is important. There are some kinds of text such as narrative, recount, argumentative, descriptive, expository text and etc. This study focuses on the applying of P.L.A.N strategy on the students' reading comprehension in argumentative text.

E. The Significances of the Study

The results of the study are expected not only to be the merely data aggregation, but something more advantages theoretically. It can be described as follow:

Theoretically, the result of this study can be a reference for those who are interested in teaching reading argumentative text .

Pratically, the result of this sttudy will be usefull for:

1. The Students; to give them information of reading comprehension strategy which can increase their ability in comprehending text.
2. The teacher; to increase the teaching ability to be more creative in teaching reading comprehension
3. The other researchers; to enlarge the understanding of improving reading skill and provide reference for further study research, especially in reading comprehension.