

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is one of the four language skills in language learning. Its role is realized as very substantial not only for the language competency mastery but also for the knowledge mastery. By giving reading activity in the language learning, teacher actually has opened students' schemata or horizon. In further condition, the knowledge they got from reading will give big impact for other language skills such as writing and speaking. If the students have limited knowledge, they automatically will not be able to write something or speak something even though they had mastered the structure of English well.

Thus, knowledge is actually the product of doing reading in the language learning which does not come suddenly without any processes at the previous. The processes are started by the interaction between the readers and the text such as looking the print, deciphering in some sense the marks on page. Then, the readers try to think what they are reading. Next, they think what is meant to them, how it relates to other things they have read, and how they connect it with their prior knowledge so that they are able to gather the new knowledge from the text.

In fact, the knowledge will not be reached by students if they lack of comprehending a text. It is because the reading is not only as the process of communication between the reader and the writer through written symbol in the

text but also as an activity which must enable the students as the readers to grasp the information implied in the text by activating their thinking process so that the reading comprehension is earned.

It is as what is argued by Light and McNaughton (2012). They uttered that the reading comprehension is require the learner to decode or recognize by sight the words in the written text, understand the meaning of the words / sentences, relate the meaning of the sentence(s) to the rest of the text, activate prior knowledge and experience about the topic, use this prior knowledge to infer meaning and support understanding, monitor understanding of the text continually.

In fact, the significance of reading comprehension is really realized by government so that in the state- examination (UN), the government inserts some questions which are based on reading comprehension activities from text. Even, the reading comprehension takes dominant point among the other kinds of questions starting from number sixteen until forty.

Those all the effort done by government expects that students will read many texts as their preparation before facing the national examination. In further effect, it will train students about how to gather knowledge from a text. This activity must be started from the daily teaching- learning process. So in hope, the students will not have difficulties in comprehending the text when they are in national examination.

The reality is that there are so many students who are able to read out loud some texts in the class with the appropriate pronunciation but they do not know

what they are reading about. It is because they do not apply the way they use when reading in their native language to reading in foreign language they are learning. They just spent their time to earn the meaning word by word, then consult the unknown vocabularies, continue with the meaning of each sentences. Actually, what it is done by them just touch the linguistic knowledge. This is actually the phenomenon teacher faced in the class included in SMA Kartika I-1 Medan. The phenomenon is seen in the table 1.1.

Table 1. Students' achievement in reading comprehension in SMA Kartika I-1 Medan

Semester	Means of students' achievement in language learning			
	Reading	Speaking	Listening	Writing
I	55	74	70	72
II	58	76	80	78

As long as the academic year 2010-2011, it is found that the achievement of students in reading comprehension is the lowest one among other language skills namely listening, speaking and writing. It means that the students' achievement in reading is still less satisfactory. It is because the students get bored directly when the text is given to them. As a result, they are less interested in further activities related with the reading text. The fact shows that strategies which are challenging the students are needed so that they are more curios in reading class. Thus, the learning runs effectively. To get effective classrooms, teachers are responsible for helping students develop better metacognitive skills by incorporating active reflection throughout the learning process (Shannon, 2008). That is why the teaching strategies are needed.

However, not all teaching strategies are applicable for reading comprehension. The teaching strategies needed are those are able to connect the students' prior knowledge with the new information in given text. Here, there are two simple strategies which are selected in this study. They are advance organizer and reciprocal strategy.

The advance organizer is chosen as the strategy used in this research because it is so challenging and meaningful in learning by touching some concern in reading a text such as how knowledge is organized, how the mind works to process new material with the previous one. Research findings have provided evidence of the superior effects of various types of advance organizers used to facilitate reading comprehension (Lin and Chen, 2007). The findings also prove that reading is not passive activity because there are some processes happened when one is reading a text. While, the reciprocal involves explicit instruction by the teacher in the students' use of the strategies, such as predicting, clarifying, questioning and summarizing, to develop their reading comprehension. As the students become more familiar with the use of the strategies, the teacher plays a less prominent role and the students develop the ability to work co-operatively with their peers (Wisaijorn, 2010).

However, finding the worthy strategies in teaching reading is not enough. There is another point which is also important to be known by teacher when teaching reading in classroom. Some experts related with cognitive theory such as Bruner and David Ausible uttered that learning style is also important point which should be identified by the teacher after considering the purpose of the study. By

knowing the learning styles which the students have, teacher easily will find the appropriate way to teach them so that the students will also enjoy the teaching-learning process.

In addition, Morrison (2001:53) stated that within each from intelligence, people are also who exhibit different learning style. There is a number of learning styles, which have been identified and can serve as a basis for the design of case. There are students who like to do an exploration directly and less theory in their styles while there are also students who like to sum up the material at first, in order to master the theory. The fact means that the learning styles are as important ways to be considered by the teacher before s/he starts to design strategies for teaching a material in classroom. It is because the more eligible a strategy with students' need is, the more significant the knowledge got by the students.

So, realizing the condition, the learning styles are also considered as interesting one to be researched in order to see the effect of advance organizer and reciprocal strategies in reading comprehension for students who have different learning styles.

There are some learning styles possessed by the students. Visual and verbal style are chosen in this research because these styles are the most related with the two strategies especially in language learning. If the students' style is visual, it will prefer using pictures, images, and spatial understanding in comprehending the text. On the other side, verbal prefer using words, related with speech, reading and writing when comprehending a text.

However, all the learning styles have their own way in learning something. It is not fair to say a learning style is better than others because it comes naturally in the students' personality. Therefore, the very basic purpose of this research is not to argue a strategy is better than others but to know the better result if a strategy is paired with a learning style.

1.2 The Problems of the Study

The problems of this study are identified by the researcher after she observed SMA Kartika I-1 Medan. From the observation, it is known that the students' score in reading is the lowest one if it is compared with other language skills such as writing, listening and speaking. In addition, the students also stated that they felt difficult in grasping the meaning eventough they had known the meaning of each vocabulary. By those analyzing, it is identified that the problem which is the most important to be solved is the problem related with reading comprehension so that they are able not only to know the meaning of each words but also to communicate with the text and activate their schemata with the text they are reading.

Therefore, it is concluded that the problems of this research are formulated in questions such as the following:

1. Is the students' achievement in reading comprehension taught by using advance organizer strategy significantly higher than taught by using reciprocal strategy?
2. Is the students' achievement in reading comprehension for those students with visual learning style is higher than those students with verbal learning style?
3. Is there any significant effect between teaching strategies of reading and learning styles?

1.3 The Objectives of the Study

Based on the background of the study, the objectives are intended:

1. to investigate whether the students' achievement in reading comprehension taught by using advance organizer strategy is significantly higher than taught by using reciprocal strategy;
2. to investigate whether students' achievement in reading comprehension with visual learning style is significantly higher than with verbal learning style;
3. to derive whether there is a significant interaction between teaching strategies and learning styles in students' achievement on reading comprehension.

1.4 The Scope of the Study

There are many strategies which are probably used by teacher for improving the students' achievement in teaching reading comprehension but in this case, the scope of study is intended to discuss only on advance organizer and reciprocal strategies on expository text contained predominant meta-level or top-level structures that organize the information and idea on students' learning styles whether visual or verbal.

1.5 The Significance of the Study

First of all, findings are expected to be useful for development of theory and practice. Theoretically, it is able to give positive contribution for teaching in overcoming problem in reading through value finding in the area of teaching reading. Moreover, the students also use this finding to another subject. Even, they probably also apply this strategy when reading whatever books in order to gather the comprehension from their reading. It means that it is very useful not only for English but also for another subject in which the key of enhancing the knowledge is reading.

Practically, these research findings are hoped to be useful for English teacher, especially, because it can be used as an alternative in varying the English teaching related with reading comprehension. In hope, this research will be able to change paradigm saying that reading is as boring activity. Hopefully, by these strategies reading is able to be an interesting activity to be done by anyone.