

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading has different meaning for different people. Some people read to get feeling and pleasure while the others read to get ideas and information. For students, particularly they read to have general understanding, specific and detail information (Harmer, 2003). It means that when the students read any texts, they try to understand what the words mean, see the pictures painted by the words, engage with what they are reading to respond to the content, and catch the message conveyed by the writer.

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.

Thus, knowledge is actually the product of doing reading in the language learning which does not come suddenly without any process at the previous. The processes are started by the interaction between the readers and the text such as looking at the print, deciphering in some sense of 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 reading is not only as the process of communication between writer and reader through written symbols 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 sentences 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.

Learning reading comprehension, nowadays, is a complicated task to do by the students of Senior High School since Kurikulum Tingkat Satuan Pendidikan (KTSP) requires them to know various text genres based on their levels, for example; Recount, Narrative, Procedure, Descriptive, News Item, Report, exposition, Anecdote, Spoof, Explanation, Discussion and Review. By knowing those genres, it is hoped that the students are being informational literate in terms of knowledge elevation in accordance with their needs in their lives as stated in Content Standard (Standar Isi, 2006) of KTSP. And as the evaluation, Badan Standar Nasional Pendidikan (BSNP) will formulate genre-based questions to test students' reading comprehension in State – Examination (UN). Even, the reading comprehension takes dominant point among the other kinds of questions.

Form 40 questions tested, only 15 questions are aimed at testing listening skill while the rests are aimed at testing reading comprehension skill.

Those all the effort done by the government expects that students will read many texts as the preparation before facing the national examination. In further effect, it will train students about how 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 texts 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 Swasta Methodist Lubuk Pakam. The phenomenon is seen in the following table 1.1.

Table 1.1 Reading Comprehension Score of X Grade Level Students of SMA Swasta Methodist Lubuk Pakam 2014/2015

Semester	Means of students' achievement in language learning			
	Reading	Speaking	Listening	Writing
I	60	70	65	72
II	65	72	70	75

As long as the academic year 2014-2015, it is found that the average score of students' achievement in reading comprehension in the first semester on 2014/2015 of school year is 60 and the second semester on 2014/2015 of school

year is 65 whereas the completeness scores of students' achievement in reading comprehension is 75. It means that the students' achievement in reading is still under Minimal Passing Grade Criteria (*Kriteria Ketuntasan Minimal: KKM*)

The lowness of students' achievement in comprehending a text is caused 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.

According to Alexander (1998), reading comprehension is influenced by many factors, among others are reading material, the total program of reading instruction, the children own personality, attitudes, interest, motivation, habits and his out of school environment influence the development of reading comprehension.

It is clear that reading is not easy as people think. It is not easy to have the ability of drawing meaning from the printed page and interpret the information. 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.

One of the strategies is INSERT, this strategy stands for Interactive Notation System for Effective Reading and Thinking. It uses symbols or notation such as check mark or plus sign as a way for the reader to respond to the text while reading. It is used by relating what they know previously to new

information that is found in the text. It also helps them to identify what they do not know or are confused about text during reading.

Another strategy is DRTA (Directed Reading-Thinking Activity). This strategy based on the students centered and constructivism learning theories while the teacher as facilitator. In DRTA lesson teacher encourage to stimulus and develop the comprehension by activating students' background knowledge, having them predictions, and answer question.

Despite of teaching strategy another factor that influence of reading comprehension is the student own personality. One of student personality that includes and related in learning process is curiosity. Curiosity, undoubtedly, is a personal factor that really affects the success of teaching and learning in the classroom. When learner's curiosity is well provoked, they will have great wander through the tasks given by the teachers, new sensation directed towards the process of learning, positive behavior and better concentration and attention while teaching and learning process occur. Those attitudes, of course, are considered as strong motivators to facilitate cognitive, affective, and psychomotor developments in teaching and learning any skills, including reading comprehension.

Moreover, curiosity is considered to be an information-seeking process that directs and motivates learning (Loewenstein, 1994). When the students are exposed to INSERT and DRTA strategies in comprehending a text, they, actually are treated to be information seekers since they must be aware of what they know and what they believe and they must confront what they know and believe with the information conveyed by the writer in a text.

Based on the explanation above, it is believed that teaching strategies and the level of students' curiosity significantly affect reading comprehension achievement of students. Therefore, in this study the researcher is interested in discovering the effect of INSERT and DRTA strategies in improving the students' reading comprehension for those who have high and low curiosity.

1.2 The Problems of the Study

Based on the background above, the problems of this study are formulated in questions such as the following;

1. Is the students' reading comprehension achievement taught by using INSERT strategy significantly higher than that taught by using DRTA strategy?
2. Is the students' reading comprehension achievement with high curiosity higher than that with low curiosity?
3. Is there any significant interaction between teaching strategies and students' curiosity?

1.3 The Objectives of the Study

In the line with the problems, the objectives of the study are:

- 1) to find out whether the students' reading comprehension achievement taught by using INSERT strategy is higher than taught by using DRTA strategy.

- 2) to find out whether students' reading comprehension achievement of high curiosity is higher than reading comprehension achievement of low curiosity, and
- 3) to find out whether there is significant interaction between teaching strategies and students' curiosity 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 the study is intended to discuss only on INSERT strategy and DRTA strategy. Dealing with these strategies, the curiosity of students will be also investigated. By knowing high and low curiosity of students this study is expected to give clearer description on the effect of teaching strategies and curiosity on students' achievement in reading comprehension.

And the types of text that would like to be used as the sample of reading comprehension is exposition text. Since the text often appears in National Examination and mostly the students give the wrong answer to the questions on this type of the text. The students' achievement in reading comprehension will tested deals with taxonomy of comprehension, they are: literal, inferential and critical comprehension.

1.5 Significance of the Study

The findings are expected to be useful for development of theory and practice. Theoretically, it is able to give positive contributions for teaching in overcoming problem in reading through value finding in the area of teaching reading. Moreover, this study will extend students' knowledge, develop their knowledge of decoding skills and expand their ability to comprehend what they read.

Meanwhile, practically the results of this study 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.