

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading comprehension is a good way to develop and understand English. However, most of the students still find reading comprehension difficult even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. Consequently, the students become slow down and bored. Therefore, reading comprehension is in fact not as easy as some people think. Most people read a text without comprehending on how they do it since assume reading comprehension is not very important. For them, reading comprehension is a task of little concern. So, it is a problem for the teacher in teaching reading in the classroom.

In teaching reading, most students cannot comprehend English text well. There are some factors why they cannot comprehend the text. There are students who do not have good motivation to read because the text is not interesting, they believe that when comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the words, and they have every limited techniques and strategies in reading. It means that inability of students in reading comprehension is influenced by some factors. These factors make them feel bore and uninterested in reading comprehension.

Teaching English in junior High School is aimed at enabling the students to express their idea or thoughts, purpose, and to give information to others orally in other

words by their English. They are expected to be able to use English communicatively in their daily life.

In reality many students do not like to learn English. Students who want to learn a language, especially English, have great number of reason for doing something. And also most of students learn English to follow the curriculum only. Generally they have not motivation to learn it. That's why the quality of students in English is still lower and it would be important to consider the students' learning style and teaching strategies in English learning.

Comprehension is the essential goal of reading, because without good comprehension, reading doesn't provide with reader with any information and without comprehension reading is nothing more than tracking symbol and 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.

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 (Mc.Neil,1992). Actually, what it is done by them just touch the linguistic knowledge. This is actually the phenomenon teacher faced in the class included in SMP Nurul Islam Indonesia Baru. The phenomenon is seen in the table:

Table 1.1
The Mean of the Students' Score in English Subject on
UN Examination at SMP Nurul Islam Indonesia Baru

No.	Academic Year	Students' Score	
		Lowest Score	Highest Score
1.	2010	6,20	8,40
2.	2011	7,20	9,00
3.	2012	6,40	9,60

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The result shown by the table above indicates that the students' achievement in reading comprehension is still low. From 2010 to 2011, the score of English subject is 6,40 in 2012 academic year. The lowness of students' achievement in comprehending a text is influenced some factor, they are internal and external. Internal factors, called

reader variable, refers to everything related to the readers that includes cognitive ability and strategy, background knowledge, and affective characteristics such as willingness, motivation, interest, curiosity, and learning style. External factors, called text variable, content variable, and writer variable, refer to all factors external to the reader. It includes teachers, environment, materials, strategy and other factors.

The harmonious of interaction between internal and external factors that affecting reading comprehension achievement will lead the readers to interaction conception regarded meaning as a product of the information encoded in text and the knowledge and experience of the reader.

Due to the concept above, there are two teaching strategies which encounter interactive perspective of students' achievement in reading comprehension, namely Advance Organizer strategy and Question-Answer Relationship 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. It emerges as a proof that reading is not passive activity because there are some processes happened when one is reading a text. While, Question-Answer Relationship is a teacher-centered strategy. It designed to teach students how to distinguish questions with answers that are found "in the book" and questions with answer found "in my head". Raphael (1986), research with QAR has proven that when students are taught to use the strategy their ability to answer questions correctly improves. Raphael also found that through QAR, students developed a language for talking about the strategies they use to answer questions.

Guthrie (2004:56) in Alben asserts that there must be serious attention from the instructor to see the personal behavior of the learners to read to activate their motivation. One of the personal behaviors of learners are named learning style. There are some kinds of learning styles, two of them are visual and auditory learning style. Visual tends to learn through seeing such pictures, symbols, etc. While auditory learner tends to listen to the lecture then take notes afterwards or rely on printed notes.

Basically, every students has their own ways in learning something. Especially in teaching learning process. The way they know their way in understanding will imply to the result of their learning.

Based on the explanation above, it is believed that teaching strategies and learning styles significantly affect reading comprehension achievement of students. That is why in this research, Advance Organizer and Question-Answer Relationship strategies will be associated with students who have different learning style.

1.2 The Problems of the Study

With reference to the background of the study, so the research problems formulated as follows:

1. Is the achievement in reading comprehension of the students taught by using Advance Organizer strategy higher than that of the students taught by using Question-Answer Relationship strategy?
2. Is the achievement in reading comprehension of the students who have visual learning style better than those who have auditory learning style?
3. Is there any interaction between teaching strategies and learning styles to students' achievement in reading comprehension?

1.3 The objectives of the Study

Related to the research problem specified before, this study attempts to find out whether:

1. The achievement in reading comprehension of the students taught by using advance organizer strategy is higher than that of the students taught by using Question-Answer Relationship Strategy.
2. The achievement in reading comprehension of the students who have visual learning style better than those who have auditory learning style
3. There is any interaction between teaching strategies and learning styles to students' achievement in reading comprehension.

1.4 The Scope of the Study

There are many strategies used by the teachers in teaching reading comprehension to improve students' achievement. In this study, the researcher restricts the study to two teaching strategies, namely Advance Organizer and QARs (Question-Answer

Relationship). Dealing with strategies will be used, the researcher also limits reading materials. The students, in this study will be given descriptive and recount texts will be taken from UN which consist literal, inferential, and evaluation questions.

Besides, the researcher will be identified the students' learning style. The learning styles that will be identified by the researcher are visual and auditory. This learning style is acquired by the human since they were born to the world. That's way the measurement of learning styles will be done before the treatment of both strategies (Advance Organizer and QARs) will be implemented to the students. By knowing the students' learning style, it is expected that this research will give clear description on the effect of teaching strategies and learning style in students' achievement in reading comprehension.

1.5 The Significance of the Study

The research findings are expected to be useful for the development of theory and practice, especially in the focus to improve the students' reading comprehension. Theoretically, it can add valuable finding in the area of teaching reading and give positive contribution for teachers of English in overcoming the students' problem in reading comprehension. Students can use the strategies in developing their reading comprehension and English teachers as giving contribution to improve their ability in reading comprehension..

Practically, teacher may decide the best strategies and students take benefit being taught. It is also expected that this thesis will give contribution for those who are interested in performing further study in other fields of researcher.