

CHAPTER I

INTRODUCTION

A. The Background of The Study

Reading is one of important skills to be taught to the students because through reading they will get information, knowledge and science. Grabe and Stoller (2002:9) elaborate that reading is a way to draw information from the printed page and interpret this information appropriately. It can be elaborated that through reading, the students can add their knowledge of new information from text books, journals, newspapers and magazines. From the quotation above, reading means to find out the message of the writer put into a text as efficient as possible. The goal of learning reading is to enable the students in understanding the idea and meaning of the passage.

Further, in English curriculum, Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP) 2006, of Junior High School level states that there are four skills that should be achieved in learning process namely listening, speaking, reading and writing. Reading is one of four skills that must be mastered. It is stated that the students are intended to comprehend the meaning of the functional and short essay text in descriptive, and recount text that related to surrounding environment. In this research, the descriptive text will be measured.

In fact, a research on reading skill in Indonesia has revealed that the students' skills particularly in reading comprehension are still far from satisfactory. PISA (The Programmer for International Student Assessment) that held by OECD (The Organization for Economic Co-operation and Development) in 2009 stated that Indonesian students' achievement especially at the age of 15 regarded low in reading. They just read without any abilities to relate the content of their reading text with their background knowledge. Indonesian students are ranked 57 of 63 nations. This case indicates that Indonesian students especially Junior High School has low ability in reading skills. It is supported on the writer's experience in English practice (PPLT 2011) in SMP Negeri 1 Perbaungan, her students also faced many difficulties to comprehend the meaning of functional and short essay text, especially descriptive text. Most of students did reading as a passive activity. The students could read the text but difficulties in comprehend their reading text. This condition made the students became bored and not interesting to comprehend reading text. As consequence, the process of teaching reading could not run well.

For this purpose, learning reading by using Advanced Organizer can be an alternative in teaching learning process. Advance Organizer Strategy is a concept developed and systematically studied by David Ausubel in 1960. The Advance Organizer is the teaching strategy available to teachers to aid students in the processing, understanding and remembering of newly presented materials. It is designed to strengthen student's cognitive structures

as stated by Ausubel in Joyce, Well and Calhoun (2009:281). The Advance Organizer Strategy has some advantages for students. The advantages of Advance Organizer are the students can explain, integrate and interrelate with the material in the learning task with the previously learned material. Students can distinguish the new material from previously learned material and in teaching reading, it is related to the daily situation, so it will be useful for students to recognize the material into familiar structure.

Based on the background above, the writer is interested in conducting a research entitled "Improving Students' Achievement in Reading Comprehension through Advance Organizer", the result of the study can contribute important things to improve the students' achievement in reading comprehension, especially descriptive text.

B. The Problem of The Study

Based on the background of study, the problem is formulated as follow :
Does Advance Organizer Strategy improve students' achievement in reading comprehension?

C. The Scope of The Study

The scope of the study is the use of Advance Organizer Strategy in teaching reading descriptive text. In the teaching process, the generic structure and the language features of the descriptive text will be taught in order to make them easier to comprehend descriptive text. In other words, this

study is limited to see the improvement of students' achievement in reading comprehension, especially reading descriptive text by using Advance Organizer Strategy. The level of reading is literal comprehension, interpretive, critical reading, and creative reading.

D. The Objective of The Study

The objective of the study is to find out whether Advance Organizer Strategy significantly improves students' achievement in reading comprehension.

E. The Significance of The Study

These research findings are expected to be useful for :

1. The teachers in their attempting to improve their teaching of reading comprehension especially in reading descriptive text, through Advance Organizer Strategy.
2. The students in realizing that the demand on reading is not only enable students to read the text loudly and to pronounce the words well but also to make them able to comprehend the content of the text.
3. The readers who are interested to do further research related to this study.