

## CHAPTER I INTRODUCTION

### A. The Background of the Study

In many countries foreign languages are learned by a large number of students who will have little or no opportunity to converse with native speakers, but who will have access to literature and periodicals or scientific and technical magazines or newspapers written in the language they are learning. As learning is a complex experience process to get knowledge, people use the language to exchange information. It can be ideas, feelings, and thought.

Exchanging the information not only using their language but also sometimes using another language. People must study another language to reach their goal. As *lingua franca*, English has been studied by many people in the world. English print is everywhere. Everybody can see the pamphlets, magazines, bills, school materials, advertisements, work instruction, and mails are printed in English that comes to their way. That is show how important English nowadays.

In learning English, there are four domains of language skills that must be simultaneously achieved by the students namely listening, reading, speaking and writing.

Reading plays a particularly important role in education. Many task and problems in learning can be solved by reading. Therefore, Indonesia education system demands a lot of reading in the process of learning. In Indonesia, the curriculum of 2006 namely Educational Level – Oriented Curriculum (KTSP – 2006) states that every senior high school students should be able to communicate both orally or in written form at the end of their course with various types of

genres such as descriptive, narrative, procedure, recount and report text (Depdiknas, 2006).

Although what is happening in the text may be explained to the students, research suggests we are able to teach students how to comprehend text. Direct instruction of reading strategies that improve comprehension may aid students to become stronger at comprehending text independently.

Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 2000).

Research studies foreign language reading confirmed the importance of reading strategies on developing language learners' reading comprehension skills. They argue that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can benefit all students.

Based on observation and interview with the teacher that was done by the author in grade XI senior high school at SMAN 5 Padangsidempuan, it was found that the students were not given the opportunity to organize the important elements in a right order. It also found that the students had the tendency to focus on the parts that were most appealing to them. The students also did not given the opportunity to place the details of the sequence of events. The students retold the

story by starting with the end. And the last they rather try to retell the story as one large chunk so they couldn't grasp the idea(s) and answered the questions based on the text(s).

From 31 students, there were only 9 students that could pass the passing grade (KKM) which made by the teacher, the score of the passing grade was 75, and moreover, it was happened because the approach that was used by the teacher was not suitable. The teacher just applied lecturing method.

**Table 1.1 Students who could not pass the passing grade (KKM)**

NO	Students' initial name	score	Passing grade (KKM)
1	AA	50	75
2	AW	70	75
3	AG	65	75
4	AM	65	75
5	DW	55	75
6	DM	55	75
7	FA	70	75
8	KK	65	75
9	LH	70	75
10	HS	70	75

The demand on teachers to help students improve reading comprehension is tremendous. Students are expected to use higher level thinking skills while answering questions. There are a vast amount of strategies that have been suggested to help improve reading comprehension such as Comprehension monitoring, Cooperative learning, Use of graphic and semantic organizers (including sequence chains organizer), answering, Question generation, Story structure, and Summarisation.

From the conditions of the school, the best treatment for the problems is conducting a research by using a strategy that is Sequence Chain that parts of graphic organizer.

Some researchers have conducted studies about teaching through sequence chain strategy. Zaini (2010) conducted a research at University Putra Malaysia for educational studies found the results suggested that students' use of sequence improve students' reading comprehension skills in the areas of noting details, making inferences, and comparing and contrasting. Results further suggest graphic organizers improve students' ability to recall sequence of events and identify details during oral retells. Zare (2013) also conducted a research about the relationship between reading comprehension and the used of sequence graphic organizer among Malaysian ESL Learners stated that sequence chain helped students comprehend text by identifying key elements before, during, and after reading. They note key characters, setting, and events. Sequence Chain will keep students organized by using the same process regardless of the type of reading assigned. Sequence Chains are not simply for recreating the order of events, but also for reviewing how thinking develops, actions unfold, and processes that occur in any situation. This strategy is useful in reading, solving problems, experimenting, and creating. Dista (2009) conducted a research about sequence chain strategy has steps to make students easier to comprehend the text and to be active thinkers when they read.

Based on the explanation above, the results of their research studies unanimously confirmed the positive relationship between the using of sequence chain to the reading comprehension achievement.

#### **B. The Problem of the Study**

The problem of the study was:

“Does the use of sequence chain strategy significantly the students’ reading comprehension achievement?”

#### **C. The Objective of the Study**

The objective of the study was to find out the effect of using sequence chain strategy on the students’ reading comprehension achievement.

#### **D. The Scope of the study**

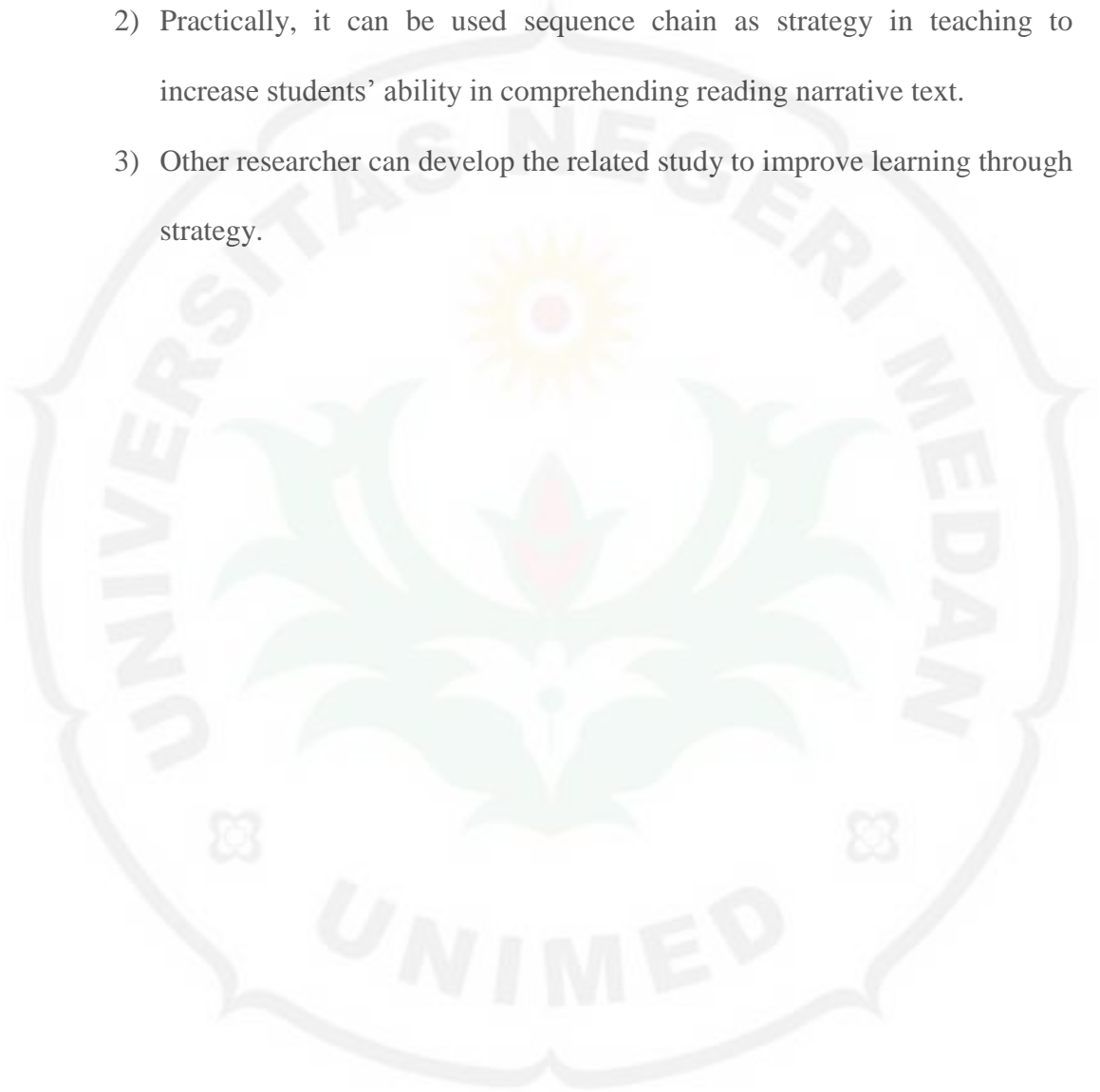
Sequence chain that used graphic organizer can be functioned as strategy and as a media. The form of the text in this research is limited namely narrative text as Educational Level – Oriented Curriculum (KTSP – 2006) states that the student must be able to comprehend the meaning of the texts in forms of recount, narrative, expository, procedure, descriptive, and report in the context of daily life. To minimize the wide area, this research only focuses on identifying the effect of using sequence chain strategy on the students’ reading comprehension achievement on narrative text.

#### **E. The Significance of the Study**

The study was useful for:

- 1) Theoretically, to help teacher/researcher find out the way of teaching reading, especially narrative text.

- 2) Practically, it can be used sequence chain as strategy in teaching to increase students' ability in comprehending reading narrative text.
- 3) Other researcher can develop the related study to improve learning through strategy.



THE  
*Character Building*  
UNIVERSITY