

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Reading means to understand and to get the information from written text. By reading, people can upgrade their knowledge. According to Grabe et al (2002:9) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. Reading is one of communication skills that should be acquired by students. Students are expected to get knowledge and understand about the context that has been explained in the text. For it, students need reading activities because there is much information that must be shared as much as possible. Reading becomes an evolving interaction between the text and the background knowledge of the reader.

According to Westwood (2001:10) a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine the sequential units of meaning into a coherent message. It means that reading activity is not only known about how to read and to spell the word well, but also how to receive the information and to interpret the information appropriately.

The important point in reading is reading comprehension. To be comprehended in reading skill, the readers need a good comprehension in reading activity. Reading comprehension is the goal of reading which is to grasp meaning from the written text. It is a useless thing if we do not have reading

comprehension because it involves the competence to find some information in reading text. M. Glenberg (2011) stated that comprehension is related to action: Understanding a situation or a text means that the understanding can be used to guide effective action, and that this definition holds whether one is understanding situations, dialogue, or text. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, pre teaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding (Snow, Burns, & Griffin, 1998) in Willis (2008:128).

Some teacher usually orients to the students' textbook in teaching reading. Teacher just follows the material of the textbook by reading the text, translating in to Indonesian and then answers the question related. These activities do not give any influence for improving students' ability in reading comprehension because it cannot give contribution to the students reading comprehension. It makes the students only be passive in the teaching learning process.

Based on the observation on SMAN 17 Medan, the writer found that the ability of reading students is low. From the reading test conducted by the teacher, just few of students could pass the Minimum Completeness Criteria (KKM) which is described as follows:

**Table 1.1 Students' Score of Reading Test**

<b>Class</b>	<b>Total Students</b>	<b>Minimum Completeness Criteria (KKM)</b>	<b>Criteria</b>	<b>Score</b>	<b>Percentage</b>
X-4	30 students	75	Pass	>75	25 %
			Fail	<75	75 %

From the students' score of reading test above, it can be concluded that reading comprehension is considered as the most complicated skill. It is supported by the research conducted by Imam (2014) towards the reading comprehension skills and performance in science among high school students.. He found that the overall students' performance in reading comprehension and science was indexed at low mastery level. The writer also interviewed the teacher about the students' competence in reading. She said that some of the students did the reading test themselves while some others did it by looking their friends' answer. Some students find some difficulties in learning reading skills. They think that comprehending the text is a difficult task to do because they have to open dictionary, look for the pronunciations of words, and choose the suitable meaning and get the main idea of the text.

In addition, the researcher found that the reading comprehension become the most complicated skill while doing teaching practice in SMK Negeri 1 Laguboti 2014. The researcher asked about their opinion towards reading skill, they stated that the reading skill was the skill which they unwanted the most because they must read the text, translate in Indonesian and answer the questions without understanding the text exactly. Such situation of course makes the

students become lazy to think because they just do the usual instruction without getting the sense of comprehending the text.

A strategy in teaching learning process especially in reading comprehension is important to make the teaching learning process effective and interesting. The students will feel enjoy in reading subject. There are some strategies in teaching reading comprehension. The teacher must be able to make variations, and choose the suitable strategy in order to attract students' interest in reading. For this purpose, the writer proposes a strategy named synthesizing strategy. According to Duffy (2009:178) synthesizing is creative. That is, readers must *create* a single understanding from a variety of sources.

The skills needed to synthesize reading materials are the ability to think the response of the text by their prior knowledge like experiences, feelings and judgments, determine the ideas, separate the facts and opinions, merge the information with the responses and create a synthesize by their own interpretation in coherent whole. The previous study was done by Cummins (2011) found that synthesizing while reading is critical to understanding the big ideas in informational texts. When students engage in synthesizing, they move from simply recalling the facts in the text to considering how the author's compilation of these facts conveys a big idea. Another previous study was done by Oktadela (2014) found that the reader of synthesizing will gain a greater understanding of the original as the readers read it in enough detail to be able to rewrite it. Synthesizing for comprehension helps students process and comprehend what they are reading.

Thus, in order to make students read easily, the writer is very interested in conducting a study on students' comprehension in reading recount text by applying synthesizing strategy.

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

Based on the background of the study, the research problem of this study was formulated as the following: "Is there any significant effect of synthesizing strategy on students' reading comprehension in recount text?"

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

Related to the problem of the study, the objective of this study was to identify the significant effect of applying Synthesizing Strategy on students' reading comprehension in recount text.

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

This study was focused on using Synthesizing Strategy on Students' reading comprehension in recount text.

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

The findings of the study were expected to have both theoretical and practical significances.

#### 1. Theoretically

- a. It was useful for the reader, to add reference or to give alternative way in teaching and learning reading
- b. It was providing some information for those who were interested in conducting the further research, especially in reading comprehension.

#### 2. Practically

- a. It was useful for students by teacher's help to develop their reading skills in learning English
- b. It was useful for English teachers in order to apply Synthesizing in the classroom or in the course especially in teaching reading skills.