

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is the most important aspect in the life of all beings and it is used as a tool of communication to interact among people throughout the world to convey thoughts, ideas, and feelings. As an international language, English has a significant position in the international communication which is spoken by many people in the world.

English has become an universal language. Realizing that many reference materials are written in English and how important this language is, reading becomes one of the most important skills to be acquired to the students.

There are four skills in language learning, they are: listening, speaking, reading and writing. Reading is one of four skills that can build our knowledge. By reading we can know everything in accordance with our needs and we are able to understand and follow the progress of science and technology. Technology is like a spider web net that every single component is interconnected and it is developed constantly. This communication network can unifies the different countries, and also facilitates the international relations. Grabe and Stoller (2001:188) state that reading is the ability to draw information from a text and interpret information appropriately. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context,

where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them.

In teaching reading, the teacher should know and understand the goal of reading process which is comprehension. Prado and Plourde (2005) define that comprehension is a process that involves thinking, teaching, past experiences, and knowledge. In comprehension, the readers are asked to actually know and understand what they are reading. If persons have excellent decoding skills but they are not fully able to understand what they are reading, it is not truly reading.

The reading ability becomes one of problematic's Indonesian students in today's school. The problematic shows that students read a text without understanding what they have read. According to The International Association for the Evaluation of Educational Achievement, reading score of Indonesian students in East Asia is still low. Indonesian students are just capable of mastering 30 % reading material, and find difficulty in reading items that are in the form of commentary requiring cognitive process (IAE for the Evaluation of Educational Achievement).

Based on the writer's experience in her teaching practice in Senior High School, students' problem in reading is lack of interest. They were not interested in reading text and answering the question. It was just making them talking each other instead of doing the task. Harmer (2004) says that most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by

because they can make interaction among group members so the learning process is more active.

A research was conducted by Ervina (2013) at SMPN 5 Tebing Tinggi. She conducted a research in Junior High School degree to find out whether the use of Anticipation-Reaction Guide is effective to improve students' reading skill. She took two classes as the sample, one class was taught by using Anticipation-Reaction Guide Strategy (experiment group), and other was taught by using Drilling Method (control group). After conducting the treatment, the improvement of experiment group was higher than the control group. It means that the use of Anticipation-Reaction Guide is effective in enhancing the students' reading skill.

Table 1.1
The list of Students Scores of Grade VIII

Class	Score	Students
VIII ¹	<75	30 students
VIII ²	≥75	30 students

(source: SMPN 5 Tebing Tinggi)

In short, the writer simplifies that to overcome the problem of teaching reading, particularly in reading comprehend of narrative text is need strategy in order to intend the enthusiasm of students in learning activities. The teacher is asked to choose a suitable strategy and apply it in teaching reading skill, because a strategy will make a subject easier for the students to learn and understand a text. For this purpose, Anticipation-Reaction Guide (ARG) becomes the suitable strategy that will be applied in improving the students' reading comprehension.

Bean, et al., (2007) state that Anticipation-Reaction Guide (ARG) is an excellent strategy for teaching students' reading comprehension and one strategy that utilizes prediction and attempts to capitalize on controversy. A strategy will help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher. This strategy is done with the hope to build the students' knowledge and improve the students' reading comprehension by applying Anticipation-Reaction Guide (ARG).

Based on the explanation above, the writer wants to commit a research to find out whether Anticipation-Reaction Guide (ARG) has significant effect on students' reading comprehension.

B. The Problem of the Study

In line with the background of the study above, the research problem is formulated as follows:

“Is there any effect of Anticipation-Reaction Guide (ARG) strategy on students' reading comprehension?”

C. The Scope of the Study

This study focuses on identifying the effect of Anticipation-Reaction Guide Strategy on the Students' Reading Comprehension. In this study, the forms of the

text is limited, to narrative text, and the levels of reading comprehension are literal, interpretative, and critical reading.

D. The Objective of the Study

The objective of the study is aimed to find out if the application of Anticipation-Reaction Guide (ARG) significantly affect students' reading comprehension.

E. The Significance of the Study

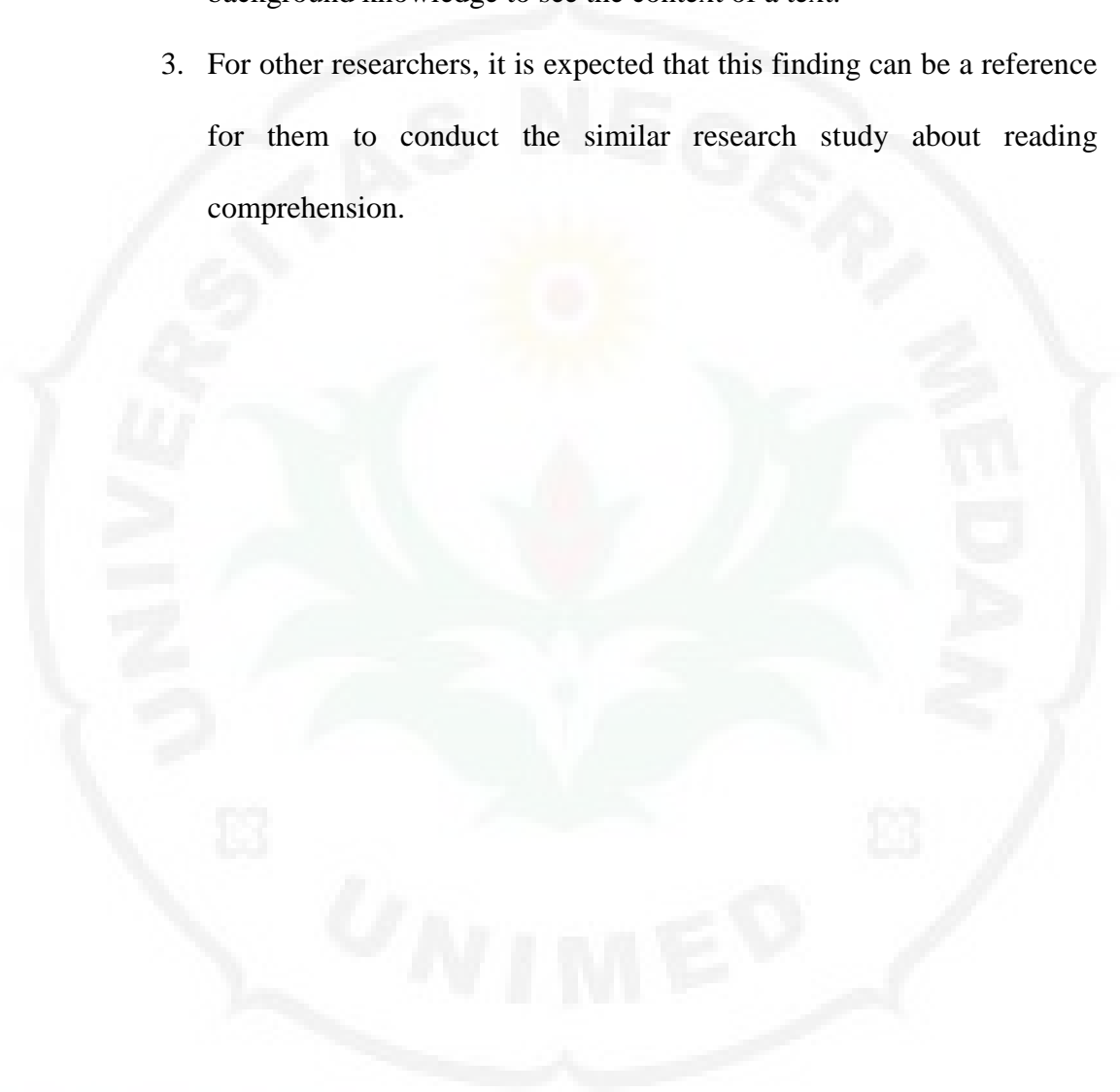
The research finding will be expected to have both theoretical and practical significances.

Theoretically, the finding will contribute to the strengthening of the grand theory where the guide is derived from, that is the schemata theory.

Practically, the finding will be useful and relevant to:

1. For English teachers, it is expected that it will be a consideration in determining a suitable strategy which is Anticipation-Reaction Guide (ARG) is the problem solver strategy that the teacher should apply it on students's reading comprehension.

2. For the students, it is expected that it will help the students to use their background knowledge to see the context of a text.
3. For other researchers, it is expected that this finding can be a reference for them to conduct the similar research study about reading comprehension.



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