CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Reading is one great habit that can truly change the life forever. Reading can entertain and enrich people with knowledge—the only thing that does not decay with time. Nowadays reading is the key to education so that is why when people read any literatures related to any fields of study, their lives are rewarded by others.

Reading means different for different people. Some people read to get feeling and pleasure while the others read to get ideas, and information. For students, particularly, they read to have general understanding, specific and detailed information (Harmer, 2001). It means that when the students read any texts, they learn to extract meaning from the text. In order to make sense of any texts, they try to understand what the words mean, see the pictures painted by the words, engage with what they are reading to respond to the content, and catch the message conveyed by the writer. Due to those reasons, the students need to be taught by appropriate and suitable teaching strategies to increase their reading comprehension.

Brown (2000: 185) states that reading is arguably the most essential skill for success in all educational contexts and remains a skill of paramount importance as one creates assessment of language ability. Reading also has one overriding purpose to get meaning from a text. By giving reading activity in the

language learning, teacher actually activates students' schemata. If the students have limited knowledge, they automatically will not be able to write something or speak something even though they master the structure of English well.

Alderson (2000) argues that knowledge of text genres, in terms of how texts are organized, how information is signalled and how changes of content might be marked, has long been thought to be of importance in comprehending reading. In other words, knowing where to look for the main idea in a paragraph, being able to find determinant meanings (author intent and implicit meaning of text), and being able to identify how subsidiary ideas are marked really help the students process the information and comprehend the whole text. Being familiar with text genres—taught since the first grade of Senior High School, ideally, the students have good ability on decoding and comprehending the text. But in fact, it is found that only 65.29 % of students from public senior high school and 64.73 % of students from private school are able to reach the score above 4.0—fixed score decided by Depdikbud(2012). Further more, in MAN Kampung(MAN KP) Teungoh Langsa, it is found that the major achievement of students in reading comprehension is still under Minimal Passing Grade Criteria (KriteriaKetuntasan Minimal: KKM). The data can be seen in table-1-1.

Table 1.1
Mean Score of the Students' Achievement in Reading Comprehension of MAN KP TeungohLangsa, School Year of 2014/ 2015

Class	Mean	KKM
X	67	70
XI	66	72
XII	67	72

(Source: Mark Collection List (Daftar Kumpulan Nilai: DKN) of MAN KP Teungoh Langsa School Year of 2013/ 2014)

The result shown by the table indicates that the students' achievement in reading comprehension is very low. The lowness of students' achievement in comprehending a text is influenced by some factors. Orasanu (1986: 33) identifies two factors that affect the reading comprehension: internal and external factors. 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 self- esteem, self- efficacy, willingness, curiosity, interest, and motivation. External factors, called text variable, context variable, and writer variable, refer to all factors external to the reader. Text variable includes such elements as text modality and text-characteristics such as lexical density and structural complexity, context variable refers to all situational elements such as the time of reading and the place of reading, and writer variable refers to the text-producer. Both factors interact to each other.

The interaction between internal and external factors that affect 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. It means that it was acknowledged that the reader's background influenced the perception of the text and the meanings generated (McNeil, 1992). In other words, the closer the match between what the reader already knew and the content and structure of the text, the greater the comprehension.

As cited above, the teachers should have effective reading instruction strategies to improve students' reading comprehension, because effective reading instruction strategies beyond literal and inferential comprehension by challenging

students to make inferences about text, to think critically about the material they read, and to creatively transform the text they encounter into other format and form. Moreover, effective instruction in comprehension should be designed in way that challenge students to think creatively and to display their creative thinking to work in ways that are engaging, authentic, and enjoyable. And the effective strategies are chosen by the researcher in this study that can be used by teacher to accommodate these skills and improve the students' reading comprehension are directed reading thinking activity (DRTA) and QARs.

One of personal factors that provide motivational fuel for learning reading comprehension is curiosity. Curiosity is considered to be an information-seeking process that directs and motivates learning (Loewenstein, 1994). When the students are exposed to DRTA and QARs strategies in comprehending a text, they, actually, are treated to be information- seekers since they must be aware of what they know and what they believe by self- questioning and they must confront what they know and believe with the information conveyed by the writers in a text by self- clarifying. So, it is undeniable that DRTA and QARs can provoke curiosity in comprehending a text for the students.

Based on the explanation above, it is believed that The teaching strategies and the level of students' curiosity significantly affect reading comprehension achievement of students. That is why in this research, DRTA and QARs strategies will be associated with high and low levels of students' curiosity.

1.2. The Problems of Study

In relation with the background, therefore it is concluded that the problems of this research are formulated as the following:

1. Is the students' achievement in reading comprehension taught by using DRTA strategy higher than taught by QARs strategy?

2. Is the students' achievement in reading comprehension having high curiosity higher than having low curiosity?

3. Is there any significant interaction between teaching strategies and curiosity on students' achievement in reading comprehension?

1.3. The Objectives of the Study

The primary objectives of this study are to answer the questions that mentioned in the problem of the study, they can be listed as follow:

1. To find out whether the students' achievement in reading comprehension taught by using Directed Reading Thinking Activity (DRTA) strategy is significantly higher than QARs strategy.

2. To find out whether students' achievement in reading comprehension with high curiosity is significantly higher than with low curiosity.

3. To find out whether there is a significant effect between teaching strategies and curiosity in students' achievement on reading comprehension.

1.4. The Scope of the Study

Achievement in reading comprehension is caused by many factors namely internal and external factor, including teaching strategies and curiosity. In this

study, the researcher restricts the study to two teaching strategies, namely Directed Reading Thinking Activities (DRTA) Strategy and QARs Strategy in reading comprehension. The students, in this study, are only given explanatory texts in grade XI. Then, the researcher will identify the level of students' curiosity text. By knowing the level of curiosity of the students whether they have high or low curiosity, it is expected that this research will give clear description on the effect of teaching strategies and curiosity on students' achievement in reading comprehension.

1.5. The Significance of the study

First of all, findings are expected to be useful for development of theory and practice. Theoretically, this study will give positive input for teaching in overcoming problem in area of reading comprehension either to the teachers, students, or researchers through value finding in the area of teaching reading. Practically, the finding of this research will provide students to improve their reading comprehension and to be more enjoyable when reading process and also teachers with series of guides of reading strategies (DRTA and QARs) related with reading comprehension. So, they can practice both strategies in their classroom when they are teaching reading. Then, it is also hoped that the finding of this study will lead the teachers, students, and other researchers to multi-dimensional perspectives and give beneficial solution to the problem faced by them so that they can follow up the strategies in other settings.