

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Developing the students' competence to comprehend English textbooks in achieving a certain functional literacy stage is one of the objectives of English teaching. English teaching needs four language skills, which should be applied in comprehending the textbook. In comprehending the textbook involves multiple skills. The multiple skills not only pronounce the sound of the letter but also all the higher mental processes, such as memory, thought, imagination, organization, implementation, and troubleshooting. They are gathered in comprehending text related one another. By joining multiple skills are hoped to be able to comprehend text correctly.

Brown (2000:185) states that reading is the most essential skills for success in all educational contents and remains a skill of paramount importance as one creates assessment of language ability. It means that reading is an essential skills for all levels and it has a large portion in teaching and learning language. Furthermore, reading also as the one of the way of gaining a large information about the world and understanding it from the written word.

In terms of reading comprehension students are hoped to comprehend text and to be interested to the text moreover they do not know how to read well. More teachers just focus on teaching reading not understanding, as the consequence, the students seen hard to comprehend the reading text.

In Educational Unit Oriented Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan) reading as one of language skills must be taught in English classes of Senior High School students. Through the teaching reading and learning of reading, the students are expected to be able to comprehend the reading passages they read well. The objectives of reading instruction in Senior High School is to develop the students' reading skills in order they can read English texts effectively and efficiently.

In reality, reading is not easy as people think. It is not easy to have of ability of drawing a meaning from a text and interpret the information appropriately. The students need twice, three times or even more to read a text and comprehend a text to get the meaning or information from the text. All this take time and many less motivated students give up. Reading passage is bound to be difficult to the students to predict that the whole experience will be frustrating, such attitude often due to unsuccessful experience in reading. If the students have given reading text which are too difficult and have no interest and where teachers failed to excited their interest then they are likely to expert the reading activities to be boring, this situation make students have not challenge about something is presented in a text.

The situation above was that happened in Senior High School Kalam Kudus Medan during 2014/2015 and 2015/2016 academic year. It is found that the students' achievement reading comprehension is still less satisfied, and for more detail data can be seen in the folowing table 1.1

**Table 1.1. Reading Comprehension Score of XI Grade Level Students of SMA Kalam Kudus**

NO.	ACADEMIC	STUDENTS' SCORE	
	YEAR	LOWEST SCORE	HIGHEST SCORE
01.	2014/2015	6,20	6,40
02.	2015/2016	6,00	6,20

The table 1.1 above shows that the students' English score is still low including their reading achievement. Many factors that cause difficulties for the students to understand the reading text and to gain information from the written words. Based on the observation in the classroom, the students had the difficulties in understanding the English text because they have low vocabulary mastery, low critical thinking skill, negative attitude, and minimum reading activity at home. Most of students admitted that they often felt boring when they had to read the text, especially a long and uninteresting topic. The students were not so interested in reading because they often did not understand the meaning the word used in the text. According to Alexander (1988) identifies some factors that is influenced reading comprehension, they are : reading material, the total program of reading instruction, the children own personality, attitudes, interest, motivation, habits and his out of school environment.

From the explanation above, the teacher of English should have effective strategies especially in teaching reading. Moreover, effective strategies in comprehension should be engaging for students and teachers. That is, instruction 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 to improve students' reading comprehension are graphic organizer (GO) and directed reading thinking activity (DRTA).

The Graphic Organizer (GO) is chosen as the strategy used in this research because it is so challenging and meaningful in learning comprehension by touching some concern in reading a text such as how knowledge is organized, how the mind works to process new material with the previous one. It emerges as a proof that reading is not passive activity because there are some processes happened when one is reading a text.

Meanwhile, Directed Reading Thinking Activity (DRTA) based on the students centered and constructivism learning theories while the teacher as facilitator. In DRTA lesson teacher encourage to stimulus and develop the comprehension by activating students' background knowledge, having them make predictions, complete graphic organizer and answer questions.

Despite of teaching strategy factor above, another factors that influence of reading comprehension is the student own personality. One of student personality that includes and related in learning process is curiosity. Curiosity is defined as a desire for new information aroused when a person becomes aware of uncertainty in the environment and of novel, complex, and/or ambiguous stimuli that can lead to exploration and learning. It may be moderated by both personal and contextual/situational factors. In learning, curiosity provides the motivational fuel for learning at each step of educational process. When students have curiosity, they learn more about their lessons and as a result, are closer connected to it. They

will also have a deeper understanding of the interactions and the relationship between the various elements.

Based on the explanation above, this study is intended to find out whether the students' achievement in reading comprehension by applying graphic organizer strategy and directed reading thinking activity strategy and the level of students' curiosity toward the students' achievement in reading comprehension.

### **1.2 Problems of the Study**

Based on the background above, the problems of study can be formulated:

1. Is the achievement in reading comprehension of the students taught by using Graphic Organizer (GO) strategy higher than that of the students taught by using Directed Reading – Thinking Activity (DRTA) strategy?
2. Is the achievement in reading comprehension of the students who have high curiosity higher than who have that with low curiosity?
3. Is there any significantly interaction between teaching strategies and students' curiosity to students' achievement in reading comprehension?

### **1.3 Objectives of the Study**

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

1. To find out whether the achievement in reading comprehension that was taught by using Graphic Organizer (GO) strategy is significantly higher than DRTA strategy.

2. The achievement in reading comprehension of the students who have high curiosity is higher than the achievement in reading comprehension of students who have low curiosity, and
3. There is significant interaction between teaching strategies and students' curiosity to students' achievement in reading comprehension.

#### **1.4 Scope of the Study**

There are many strategies used by teachers in teaching reading comprehension to improve the students' achievement. In this study, the researcher restricts the study to two teaching strategies, namely: Graphic Organizer (GO) and Directed Reading – Thinking Activity (DRTA) strategy. Dealing with these strategies used, the researcher also limits reading materials. And the types of the text that would like to be used as the sample of reading comprehension was exposition text. Since the text often appears in National Examination and mostly the students give the wrong answer to the question on this type of the text. The students' achievement in reading comprehension were tested deals with taxonomy of comprehension, they are: literal, inferential and evaluation question.

Besides, the researcher must be identified the curiosity of the students. That's way the measurement of curiosity levels must be done before the treatment of both strategies Graphic Organizer and Directed Reading - Thinking Activity will be implemented to the students. By knowing high and low curiosity of students this study was expected to give clearer description on the effect of teaching strategies and curiosity on students' achievement in reading comprehension.

### 1.5 The Significance of the Study

The research findings were expected to be useful for development of theory and practice, especially in the focus to improve the students' reading comprehension. Theoretically, it can added valuable finding in the area of teaching reading and give positive contributions for teachers of English in overcoming the students' problem in reading comprehension. Students can used the strategies in developing their reading comprehension or extend their knowledge of decoding skills and English teachers as giving contribution to improve their ability in reading comprehension.

Meanwhile, practically the results of this study were hoped to be useful for English teacher, especially, because it can be used as an alternative in varying the English teaching related with reading comprehension. Teacher may decided the best strategies and students take benefit being taught. It is also expected that this thesis will give contribution for those who were interested in performing further study in other fields of researcher. In hope, this research will be able to change paradigm saying that reading was as boring activity. Hopefully, by these strategies reading were able to be an interesting activity to be done by anyone.

