

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

English is an international language which is used by people in the world as a means of communication. It is widely used all over the world. It means that English is very important for every side of this life. Because of the importance of this language, it has to be learned by people who are not familiar with the language especially for countries which have determined English as the first foreign language and it will be taught as one of the subjects to be studied by the students starting from primary level up to the university level.

There are four language skills in learning English namely: listening, speaking, reading and writing. Reading is one of the most important skills of those. Reading is the ability to draw meaning from printed page and interpret the information approximately. The process of drawing information and interpreting information requires the work of the brain actively. The fundamental goal for reading activity is getting information from the text. This is a bridge for the students to understand what they have read. As they lack of knowledge of English they often encounter difficulties when reading their compulsory books written in that language. In order to gain what the people need to know from written language.

Reading comprehension is a process of constructing meaning from the text. Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the

students' experience and prior knowledge. Reading strategy plays an important role in understanding reading material. The readers are expected to be able to recreate the meaning intended by the writer and interpret the information well.

Reading is one of the language skills must be taught in English classes of Senior High students. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passages they read well. This is line with the objectives of reading instruction in Senior High School is to develop the students reading skill so that they can read English texts effectively and efficiently. (Curriculum, 2006).

In fact, a research on reading skill in Indonesia has shown that the students' skills particularly in reading comprehension are still far from satisfactory. PISA (The Programmer for International Students Assessment) that is held by OECD (The Organization for Economic Cooperation and Development) in 2009 was stated that Indonesian students' achievement especially at the age of 15 is regarded low in reading. They just read without any abilities to relate the content of their reading text with their background knowledge. Indonesian students are ranked 57 of 63 nations. This case indicates that Indonesian students especially Senior High School has low ability in reading skill. It is supported on the researcher's experience in teaching English (since 1997 up to now) in Madrasah Aliyah Negeri Binjai, her students also faced many difficulties to comprehend the meaning of the text. Most of the students do reading as a passive activity. The students can read the text, but having difficulties in comprehending their reading text. This condition made the students became bored and not interesting in

comprehending reading text, as a consequence, the process of reading can't run well. Based on the preliminary study the researcher had in her classes before, the problem faced is same with the data from PISA. The students also faced difficulties in reading comprehension, they can not comprehend the text well. It can be seen from their achievement last year that consisted two semesters. The average of English score in last two years for all students grade XI Madrasah Aliyah Negeri Binjai are 69,26 (The first semester in 2011/2012 of academic year). 69,09 (The second semester in 2011/2012 of academic year), and there were many students did remedial test because they could not get the standard score or the minimum passing grade score that is 75.

In teaching process, the teacher usually asked the students' understanding about the text they have read and many of them could not get the idea or understand the text they have read. They did not understand the text well. It showed that the students still have insufficient ability to comprehend the text. This condition is caused by several factors such as: low motivation in mastering the reading skill, the material of the reading text is difficult for the students, the type of the instruction the students receive and monotonous teaching strategy the teachers had.

The advance organizer is a teaching strategy available to teachers to aid students in the processing of understanding and remembering of newly presented materials. It's primary concern is to help teachers organize and convey large amount of information as meaningfully and efficiently as possible as the beginning of the course. It provides concepts and principles to the students

directly in the beginning. It is designed to strengthen the students' cognitive structures as stated by Ausubel in Joyce, Weil and Calhoun (2008). The advance organizer has some advantages for students. The advantages of advance organizer are: (1) The students can explain, Integrate and interrelate with the material in learning task with previously learned material, (2) The students can discriminate the new material from previously learned material and in teaching reading, it is related to the daily situation, so it will be useful for students to recognize the material into familiar structure.

From the statements above, the researcher is interested in conducting the research entitled Improving the Students Achievement in Reading Comprehension through Advance Organizer Strategy. The research was carried out on the Eleven Grade of Madrasah Aliyah Negeri Binjai 2012/2013 Academic Year.

## **1.2 The Problem of the Study**

Based on the explanation in the background of the study above, the problem is formulated as in the following :

How to apply the advance organizer strategy in improving the students' achievement in reading comprehension. ?

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

Based on the previous problem, the objective of this study has relation to the following aspects :

To find out what should be done in advance organizer strategy to improve the students' achievement in reading comprehension.

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

This study is limited to the implementation of Advanced Organizer strategy in teaching of reading comprehension. In a more specific focus, this study is concentrated on how to improve the students' achievement in reading comprehension through advanced organizer strategy.

There are four levels of reading comprehension, they are Literal, Interpretative, Critical, and Critical Comprehension. In this study the level of the reading comprehension is limited into Literal. The kind of the text was focused on report text in the form of Multiple Choice Text.

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

The findings of this study are expected to be useful for the teachers of English in overcoming the students' problem in reading comprehension. Theoretically, this study is also expected to give a practical contribution to the

teachers with a model of advanced organizer strategy in the teaching of reading comprehension at the senior high level. Later they can adopt it as one of the ways to solve the similar problem in the class. They can have better methodology in teaching and propose more suitable curriculum based on research. Practically, this study can also help the students to solve their problems in reading comprehension through advanced organizer strategy. They can apply more appropriate learning strategies of advanced organizer. By doing so they are expected to be more active, enjoyable and motivated in practical reading comprehension.

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