CHAPTER I

INTRODUCTION

1.1.The Background of the Study

Reading is one of the most important skills in learning English besides speaking, writing and listening. It is an essential skill for all students at all levels. Reading is the ability to draw meaning from the printed page and interpret the information approximately (Grabe, 2002:9). This is a line with the objectives of reading instruction in Senior High School is to develop the students' reading skill so that the students can read, comprehend English text, summarize, and represent the text with their own words effectively and efficiently (Curriculum, 2013).In order to understand a text the students must be able to comprehend the vocabulary used in the piece of writing because the main purpose of reading is to comprehend the ideas in the material because without comprehension reading would be meaningless.

Reading is thinking, understanding and getting at the meaning behind text, which is a good thing for students. Reading comprehension is a fundamental for English foreign learner in observing new information and knowledge. Since many source books for the student especially for senior students are in English, the students must be able to get the meaning behind the text especially to comprehend the text well.

Reading is a very complex skill and for this reason it is not surprising to find that some students encounter difficulties in learning to read (Westwod, 2001:25). By reading, students are expected to get the knowledge and to understand the

context from that has been explained in the text. But, nowadays, the fact is the students do not know the essential of reading itself. They just read the text without getting the meaning. This is related tothe students' ability in understanding the text. Most of the students are confused inprocessing the information in phrases and sentences. They can't connect therelationship between sentences (Rahmi&Ratmanida, 2014: 180). They just tend to translate the words, one by oneword to understand the meaning.They could not give their best performance in activities that they do not like, asthe result, most students are being passive during the reading activities.

The consequences in the context of SMA Angkasa Medan, the condition can be seen from their achievement in reading that most of them cannot get the minimum passing grade (KKM= KriteriaKetuntasan Minimal) that is 80 in their daily examination which is done in every month. This is actually the phenomenon teacher faced in the class in SMA Angkasa. The achievement of X grade students in learning Englishshowed that the students' achievement in reading got the lowest score among for skills, the mean score of students' achievement in reading was 65.76 (daftarnilaibahasaInggriskelas X, semester ganjil 2019/2020SMA Angkasa). On the other hand, they could not achieve theminimum completeness criterionthat has been decided by the school.

There are many factor can cause the low level of reading comprehension, and the factor can be generalized into two internal and external Factor. In the research, Internal Factor that has conducted was Linguistic Intelligence and the external factor was teaching approach by the teacher.

Teaching approaches can affect the students' achievement in learning English, especially in reading comprehension. Rahayuningsih (2013:20) conducted her research in SPMN 3 Salam about teaching approaches and stated that teaching approaches can arouse students' motivation in learning. It strengthens by Efrini'sresearch in SMA 2 Padang (2016:00) that teaching approaches significantly affected students' learning outcomes and were effective to be used. It can be concluded that appropriate approaches can affect the students' achievement in learning English. Actually, there are so many teaching approaches that can be used by the teacher to teach the student in reading comprehension, two of them are scientific approach and genre based approach.

Scientific approach is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection (Sani, 2014). It is a learning approach that is designed to make learners work actively in constructing concepts and principles through the stages observed (to identify or find the problem), to formulate the problem, propose or formulate hypotheses, collect data with a variety of techniques, analyzing the data, draw conclusions and communicate the concept.

Previous research found that the scientific approach can be useful to enhance the students' creativity, the students more thinking critically and accurately in identify, comprehend text, and solve problems(Untari, 2017:100). It is a lined with Sofwan (2016:424) findings that in SMPN 1 Karanganyarscientific approach gave the students experienced with new knowledge which they didn't know before and advance their ability by analyzing others new language elements.It indicates that scientific approach is one of appropriate approach which is able to

develop students' language competence and can be used to teach reading material in order to improve the students' achievement in reading comprehension.

Another approach that could be used in teaching reading is genre based approach (GBA). Rahayuningsih (2013:3) argued that GBA is a potential approach to overcome thelearning which refers to the skills of reading, this approach can establish therelationship between spoken and written, quick read on, and provide additionalguidance It means that GBA is designed as a creative and effective approachto comprehend different types of texts which allow greater creativity of recordingideas and information from the text.

Finding the suitable approach in teaching learning process is not enough, there is another aspect that could influence the students' performance during teaching learning process. Guthrie (2004:56-57) stated that there must be serious attention from the teacher to know the students' internal factors to read and to activate their motivation. Giving motivation to the students is not enough by applying the teaching approaches, to improve the quality of teaching learning process in the classroom it is important to include the students' internal factors. In this research , Linguistic Intelligence is chosen as Internal factor that can be separated into two, there are low linguistic intelligence and high linguistic intelligence.

Each person has all nine intelligences to some degree anddisplays them uniquely (gardner,2011). Based on this claim, it can beassumed that everyone has linguistic intelligence. However, each person hasdifferent level and performs this capacity in different ways. It is proven by thefact that people have ability of

listening, speaking, reading and writing invarying degree (Gardner, 2011, p. 82; Lunenberg and Lunenberg, 2014). Linguistic Intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language (Amstrong : 2009). Based on the Amstrong's explanation above, meaning language related to the reading comphrehension

Based on the description above, it can be concluded that the students' achievement in reading comprehension is not only influenced by teaching approaches but it also influenced by the Linguistic Intelligence. But, the previous studies just focused on the implementation of teaching approaches and the students' academic achievement in learning English generally. Whereas, the researcher considers that the students who has high and low Intelligence should be taught by appropriate approaches because they have different performance and achievement in learning English. Therefore, this study continued the previous study and it specified on the students' achievement in reading comprehension. Considering the problems above the researcher decides to conduct this research.

1.2. The Problems of the Study

Based on the background of the study, it is concluded that the problems of this research are formulated in questions such as following:

1) Are the students' achievement in reading comprehension taught by using scientific approach higher than that taught by using genre based approach?

2) Are the students' achievement in reading comprehension with high - linguistic Intelligence higher than low linguistic intelligence ?

3) Is there any interaction between teaching approach and linguistic intelligence on the students' achievement in reading comprehension?

1.3. The Objective of the Study

It is necessary to state clearly what objectives of the study in relation to problems posed. The objectives of the study are:

1) To describe whether the students' achievement in reading comprehension taught by using scientific approach higher than that taught by using genre based approach;

2) Toexplain whether the students' achievement in reading comprehension with high linguistic intelligence higher than that low linguistic intelligence;

3) To explore whether there is interaction between teaching approach and linguistic intelligence on the students' achievement in reading comprehension.

1.4. The Scope of the Study

There are many approaches which are probably used by the teacher for improving the students' achievement in teaching reading comprehension but in this case, the scope of the study is limited on the effect of scientific approach and genre based approach on the students' achievement in reading comprehension based on linguistic intelligence. It means that by knowing the level of the students' linguistic intelligence whether high or low linguistic intelligence, it is expected that this research gave the clear description on the effect of both teaching

approach and linguistic intelligence on the students' achievement in reading comprehension at X grades in the Second semester.

Descriptive texts of people, place and things are used as the reading material in this study since the text type is only taught in the second semester in grade ten. Descriptive text is a kind of text that contains identification and description which commonly it uses present tenses. The levels of reading comprehension used in this study are literal, inferential and critical comprehension.

1.5. The Significance of the Study

The findings of the study are expected to be useful for development of theory and practice. Theoretically, it is able to give positive contribution for teaching in overcoming problem in reading through value finding in the area of teaching reading. Moreover, the students also can use this finding to another subject. Even, they probably also apply these approaches when reading whatever books in order to gather the comprehension from their reading.

Practically, these research findings are hoped to be useful for English teacher. It can be used as an alternative in varying the English teaching approaches related with reading comprehension.