

## CHAPTER 1

### INTRODUCTION

#### 1.1. The Background of the Study

Reading is an essential skill for all students at all levels and it has a large portion in teaching and learning curriculum. And then the development of knowledge and technology demands the students to be eager to study. The effective of study can be done by reading. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future.

The purpose of reading is to connect ideas in the page to what you've already known. By reading the students are able to gain information and to improve their knowledge. And then by reading, they can get the informations again if they forget next time than they just listen to them. The main goal of reading process is comprehension. According to Kurikulum Tingkat Satuan Pendidikan (KTSP) about the standard competence in reading, it refers to enable the learners to comprehend the meaning (intention) of both interpersonal and transactional written text formally in the forms of recount, narrative, procedure, descriptive, and report in the context of daily life. It is supported by the data from Balitbang, "English as a formal subject is given to Senior High School (SMA) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for Senior High School (SMA) students" (Balitbang Depdiknas, 2002).

English has always been one subject tested in National Examination, which is supported by Government Regulation No. 19/2005 about Standards of National Education (SNP). In English National Examination, the test items are derived from the Graduate

Competence Standard for National Examination (*Standar Kompetensi Lulusan Ujian Nasional/SKLUN*) which is the form of the intersection between main/sub main part of 1994 curriculum, Competence Standard, Content Standard and Basic Competence in 2004 curriculum. Since the school year 2003/2004 the English National Examination (*Ujian Nasional Bahasa Inggris*) in Indonesia has included listening and reading skills with number of the problems were 15 listening questions and 45 reading questions. The time allotted to do the exam was 120 minutes. It means that there are more reading comprehension test. Even in the SNMPTN test, the English section has more reading comprehension test form. Therefore the Senior School Students must have a good skill in reading comprehension.

The fact shows that the result of teaching learning English is still low. Sukyadi, et., al (2003:2) stated that research on reading skill in Indonesian students, particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 15-year-old Indonesian students have worst reading performance internationally; and around 37.6% of them only afford to read the texts without understanding the meaning of it. Only 24.8% out of them are able to correlate the texts with their prior knowledge. The finding indicated the students have an ability in reading comprehension.

Another fact, reading is not as a people think. It is difficult to have an ability to draw meaning from the passage and interpret the information appropriately. It is also reported in *Kompas*, a daily newspaper in Jakarta (2007) that around 37.6% of 15-year-old students are merely able to read texts without understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient ability to comprehend the texts.

The same problem also happened to the students of SMA Harapan Mandiri Medan. It is revealed by reading comprehension score test of students grade eleven (XI) during 2012/2013 academic year.

**Table 1. The Reading Comprehension Score Test of Students Grade XI of SMA Harapan Mandiri in 2012/2013 Academic Year**

Semester	Score of Reading Comprehension Test									
	10	20	30	40	50	60	70	80	90	100
First	2	13	20	35	18	50	37	12	2	-
Second	1	12	18	38	21	46	35	15	3	-

From the data above it can be seen that out of 189 students, first, there were only 51 students got score 70 to 90. It means that it is only 27% students that got high score in reading comprehension. And second, there were only 53 students got score 70 to 90. It means that it is only 28% students got high score in reading comprehension.

Many students failed in reading because they are lack of vocabularies, they still seldom read English text, and they are not taught reading well by the teacher. More teachers focus on teaching "reading" not "understanding". They just ask the students to read the text one by one. Moreover, many teachers do not employ effective and efficient teaching reading strategies, as the consequence, it seems hard for the students to comprehend the reading text. And the students are still difficult in answering the reading comprehension test by themselves.

It will not happen like the condition above, if teachers want to teach by applying some reading comprehension strategies. So it is necessary to apply strategies for helping students in reading. The objective is to create the reading itself to be meaningful and interesting. The National reading panel (2000) identified seven strategies to enhance reading comprehension. One of them is Directed Reading-Thinking Activity and Know, What to Learn, Learned (KWL).

Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their

predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. Most students require explicit instruction in reading comprehension strategies (Tierney 1982). Good readers make predictions and verify or refute them as they read. They also make adjustments to what they think will come next based on the text. DR-TA is a strategy that explicitly teaches students to good reading habits.

Another strategy in teaching reading is KWL. KWL is an instructional reading strategy used to guide students through a text. Students begin by brainstorming everything they *know* about a topic. This information is recorded in the *K* column of a KWL table. Students then generate a list of questions about what they *Want to Learn* about the topic. These questions are listed in the *W* column of the table. During or after reading, students answer the questions that are in the *W* column. This new information that they have *learned* is recorded in the *L* column of the KWL table.

KWL table help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. Students' prior knowledge is activated by asking them what they already know, then students set goals focusing on what they want to learn, and after reading, students write what they have studied. Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities.

Not only strategies that are needed in reading comprehension but also learning styles. A learning style is a preference for the way a person learns and remembers what he or she has learned (Wayman, 2003). Human development and cultural experiences of home, school, and society form learning style, a composite of psychological, affective, and cognitive behaviors, which is a relatively reliable indicator of how a person responds to, interacts with, and perceives the learning environment. A person's learning style creates ways of thinking and of representing information (Ouellette, 2000). The learners who have impulsive learning style

tend to draw conclusion quickly by their personal judgment, while reflective learning style tends to be more accurate but rather time consuming by considering anything related to new information and the prior knowledge. Students who are reflective tend to make fewer errors in reading, but impulsive students eventually read faster than reflective students. Reflective students benefit more from inductive learning situations. Reflective students are slower but more accurate than impulsive students. Impulsive students contribute more to class discussions and are more likely to be quick with answers. Reflective students need more time to respond.

With reference to the findings, the writer would like to conduct a study on the use of the two strategies and students' learning styles in teaching reading and to find out the effect of the two strategies and students' learning styles on the students' reading comprehension of SMA Harapan Mandiri Medan.

## **1.2.The Identification of Problems**

Based on the background above, it is identified that the present study evolves a large area as specified in as the following.

(1) Does Directed Reading-Thinking Activity (DR-TA) significantly affect on the students' reading achievement? (2) Does Know, What to Learn, Learned (KWL) significantly affect on the students' reading achievement? (3) Does learning style significantly affect on the students' reading achievement? (4) How is the students' reading achievement taught by using Directed Reading-Thinking Activity (DR-TA)? (5) How is the students' reading achievement taught by using Know, What to Learn, Learned (KWL)? (6) Is the students' reading achievement taught by using Directed Reading-Thinking Activity (DR-TA) higher than that of the students taught by Know, What to Learn, Learned (KWL)? (7) Is the students' reading achievement with impulsive learning style higher than that of the students with reflective learning style? (8) How is the students' reading achievement with impulsive learning style

taught by DR-TA? (9) How is the students' reading achievement with impulsive learning style taught by KWL? (10) Do the teaching strategies and learning styles significantly affect on the students' reading achievement? (11) What are the factors which influence the students' reading achievement? (12) Is there any interaction between Directed Reading-Thinking Activity (DR-TA) and Know, What to Learn, Learned (KWL) and students' learning styles to students' achievement in reading comprehension?

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

Based on the above background, the problems of the study can be stated as follows:

- 1) Is the students' reading comprehension achievement taught by using Directed Reading-Thinking Activity (DRTA) strategy significantly higher than that taught by using Know, What to Learn, Learned (KWL) strategy?
- 2) Is the students' achievement in reading comprehension with impulsive learning style higher than reflective learning style?
- 3) Is there any significant interaction between Directed Reading-Thinking Activity (DR-TA) and Know, What to Learn, Learned (KWL) and learning styles to students' achievement in reading comprehension?

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

On the basis of the above problems, the objectives of this study are to find out:

- 1) Whether the students' achievement in reading comprehension taught by using DRTA strategy is higher than that of taught by using KWL strategy,
- 2) Whether reading comprehension achievement of impulsive learning style is higher than reading comprehension achievement of reflective learning style, and
- 3) Whether there is interaction between teaching strategies and learning styles on students' achievement in reading comprehension.

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

There are many reading strategies used in teaching reading comprehension. This study is focused on the use of Directed Reading-Thinking Activity (DR-TA). In addition the Know, What to Learn, Learned (KWL) as the other strategies are involved. In this study the writer only chooses Cognitive style which are sub-group impulsive and reflective learning style as they are clearly different in the process of interpreting the idea through written or spoken information.

In addition, the comprehension covered in this research is the comprehension of narrative, report, exposition and description texts since the four text are the most text types taught in senior high school.

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

The findings of the study are expected to be useful theoretically and practically. Theoretically the findings are expected

- 1) to be the input for the teachers and educational institutions to teach reading comprehension.
- 2) to enrich readers understanding in research specifically related to English teaching strategy in Senior High School, and
- 3) to help the students to enrich their practical knowledge about learning strategies especially reading strategy. And to be more fun in learning English,

Practically the findings will be of some use

- 1) to assist the English teachers in improving students' reading achievement, especially, because it can be used as an alternative in varying the English teaching related with reading comprehension.
- 2) to be able to change paradigm saying that reading is boring activity. Hopefully, by these strategies reading is able to be an interesting activity to be done by anyone.