

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning is the process of having the knowledge. Many subjects that can be learned, one of them is English. Heaton (1991) stated that learning English means learning its two aspects: skill and component. Besides, there are four small scales of English abilities that should be mastered by the students, those are listening, speaking, writing and reading whereas the components consist of phonology, lexicon, and language structure.

Even though in Indonesia, English is as the foreign language, it does not mean that the students do not need to have English skill. But, it can not be denied that there are some problems that are faced in mastering English and usually it appears from reading skill which is the students asked to answer the questions correctly after reads a long text. Whereas, if they can do it well they will be easy to realize the success of learning activity.

Reading is the process of having the information delivered by the writer in a text. In that way, the readers are not only asked to read but also understand the intention of the author implicitly. It means that, taking of the ideas in a text is the goals of reading which is it helps the students to be a good reader because they could know the content what they read.

Moreover, reading is an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and school (Komiya, 2009). That is why the students who will graduate from schools, they should do the simultaneous examination (National Examination).

For its section, the students will find a long paragraph and multiple choices questions that should be answered correctly. Thus, to anticipate the students' obstacles in gaining the test, they have to prepare themselves considerably by doing the exercise.

Besides, reading also gives the best impact for our life, one of them is it can help us to reach a dream. In doing reading, automatically we are collecting the information that will be a concrete knowledge. But, not all of the reader could do it well because it needs the skill or ability which would be used in finding the authors idea by comprehending each paragraph in a text. Basically, the capability is built by someone's method in learning and it is related to the educator's way in teaching their students, so they will get a good achievement in learning process.

Commonly, the teaching way that is usually used by the teacher could not give the significant effect to increase a good achievement for the students. They did not show the progress in learning which is the learners are asked to be more active and even expected to be more creative in producing the works in every lesson. It can be realized if the teacher could support the students' learning by having the ability and skill in teaching.

In fact, the government has designed the 2013 curriculum to assist the success of educational activity with hopes the students and teacher could improve their ability and skill in educational field. Hence, with this curriculum there will be a difference learning situation which is the educator and the learners are asked to be more adept in their mission each other.

In reality, the teacher continually applied the old teaching strategy in transferring the knowledge in the classroom. They just explain the material then ask the students to do the task. It might conduce for the learning which is the students hardly to understand the topic and could not have the achievement as good as possible. This phenomenon also was happened in the classroom included in MTs. Al-Ulum Medan, as the table below.

The Students' Reading Comprehension Achievement

Class	Semester	Means of Students' Reading Comprehension Achievement			
		Recount	Procedure	Report	Narrative
VII	I	60	60	60	55
VIII	I	65	70	75	65
IX	I	80	85	85	70

The table above reveals the students' reading comprehension achievement. Narrative text has the lowest score among the other kinds of text as long 2020-2021 academic year. It means that the students achievement in reading comprehension especially in narrative text is not achieve the target. Its phenomenon described that the less students' interest on the materials.

Focus on the eight grades, it was clearly that the students did not achieve the Minimum Exhaustiveness Criteria, it was 70. When the writer did the interview, almost all of the students stated that they were not interest to learn English, because its subject made them felt bored which was always discuss about the text. It means that they were not had the interest in doing the reading comprehension. The teacher also usually applied the same strategy as long as they teach in the class, such as just explaining then giving a task to the students as the teachers confirmed.

It can be stated that the obstacle that was had by the students to comprehend the text of narrative was they do not have the interest to learn its topic that might be influenced by the teachers' strategy towards teaching the material to them. Both of those factors are the important thing which is needed to create a success of learning.

The learners who have no interest in learning will difficult to understand the material. It is also same case in reading comprehension which if the interest of students is low, they could not understand the reading well. It is because of the people who like reading they will have good of memorizing about what they see, listen to and read that can influence their capability and result of understanding.

Moreover, an effective classroom management includes several areas in teaching and learning process such as it should be based on a good understanding of current research and theory, it had to build up strong relationship among the teacher and students, it has to involve instructional methods that facilitate the optimal learning, it involves the students in

developing and committing behavior standard to create safe in the classroom, should involve the ability to use a wide range of counseling and behavioral method (Jones, 1997).

Besides, teachers in schools must have the knowledge and ability to enhance students' achievement by using modern teaching strategies (Hayes, 2002). Besides, the use of appropriate teaching strategies and methods of teaching is directly related to the achievements of students during their studies (Zouhor, A. et al. 2017). It lines with Ekwensi, et al. (2006) which states the strategies are usually tied to the needs and interest of students to enhance learning and are based on many types of learning style.

Thus, it could be concluded that the students' problem in learning is caused by the low interest they had on the material which presented in the classroom. It might be caused by the teaching strategy that was used by the teacher was the oldest one. Essentially, it is difficult to construct the students' interest, especially in reading comprehension topics, but it should be done because interest such a vital factors of the learning success.

Basically, there are lots of strategies that can be applied by the teachers, for example Interactive Notation System for Effective Reading and Thinking (INSERT). Thomas (1991) states that INSERT strategy assists the reader in maintaining sustained engagement with text; it promotes meta-cognitive activity in the reader, and therefore is a good choice to use with struggling reads. It means he argues that teaching reading comprehension by using this strategy could help the students to get the information from the text, because this strategy leads to analyze the ideas which occur in the text.

Meanwhile, the other strategy that can be applied is Know, Want, Learn or called K-W-L. The students who use the KWL strategy can easier establish the purpose of reading and develop skill for monitoring their comprehension (Szaboo, 2006). It means that, this strategy might be used to explore the students' need toward activity of learning which is they will make the concept about what information they know, they want to know and what they

already know, it is also related to the narrative text material so it could help them in answering the question by making its mapping based on the topic discussed.

Essentially, based on the explanation above it can be stated that INSERT and K-W-L are the strategy that might be suitable to use in teaching reading comprehension. Both of those strategies are as good as and simply to apply towards teaching process. However, in this study the writer aimed to investigate the most effective strategy to improve the students' interest in reading comprehension by analyzing the students' achievement towards learning narrative text as the topic material.

Thus, related to those problems and referred to the two strategies which are mentioned, the writer has conducted the study entitled "The Effect of Teaching Strategies and the Students' Interest in Reading Comprehension". Moreover, for the specific problems, objectives, scopes and significances of study are presented below.

1.2 The Problem of the Study

Based on the background above, the problem of the study on this research is formulated in the questions as follows:

- 1) Are the students' interests in reading comprehension taught by using INSERT strategy significantly higher than taught by using K-W-L strategy?
- 2) Are the students' achievements with high interest in reading comprehension significantly higher than with low interest?
- 3) Is there any significant interaction between strategy and students' interest towards students' achievement in reading comprehension?

1.3 The Objectives of the Study

In connection with the problems, the objectives of the study on this research is formulated in the statement as follows

- 1) To examine whether the students' interest in reading comprehension is significantly higher taught by using INSERT strategy than taught by using K-W-L strategy.
- 2) To examine whether the students' achievement with high interest in reading comprehension is significantly higher than with low interest.
- 3) To find out whether any significant interaction between teaching strategy and students' interest towards students' achievement in reading comprehension.

1.4 The Scope of the Study

This study intended to discuss about the use of teaching strategies (INSERT and K-W-L) and the interest level of students in reading comprehension. Those are related to definition of creative problem solving learning and the use of narrative text is as the material to measure the effect of its strategies. The implication of the two strategies was implicated to the high or low students' interest after did the treatment by using both of strategies to comprehend a reading.

Thus, the writer consist this study with the students' interest in reading comprehension taught by teaching strategies (INSERT and K-W-L) to find the solution of problems in improving the interest of learners. The kinds of text that was chosen is about narrative text which is this type often appears in final school examination as we called National Examination (UN), and the students mostly could not answer the questions correctly related to this reading types.

1.5 Significant of the Study

Theoretically, significance of this study could be the additional information and to for the writer who intends to conduct the study about English teaching strategy in Junior High school especially, so it could give the positive contributions for the success of learning. Moreover, this study will extend the student knowledge and increase their ability in comprehending the writing they read.

And practically, this study was conducted for the teachers that teach English in order to decide and apply the strategy suitable to the material in this study. Besides, it could be the solution for the teacher in improving their students' interest and achievement in reading comprehension by applying the strategies that were explained previously. Then for the students, they could upgrade their insight and interest in English so they have a new concept in comprehending the text by their reading skill.

