IMPROVING THE EIGHT GRADE STUDENTS' READING COMPREHENSION BY USING ACTIVATING BACKGROUND KNOWLEDGE AT SMPN 7 BONDOWOSO IN THE 2016/2017 ACADEMIC YEAR

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2017

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Abstract

In junior high schools,reading is an essential sklill that must be mastered by the students, But related to the condition and situation right now, there are some students who still unable to read comprehensively. Therefore, it is important to conduct a research entitled" improving the eight grade students' reading comprehension by using activating background knowledge".

In this research, the problems are "How does the use activating background knowledge improve the reading comprehension of eight grade students' at SMPN 7 Bondowoso in academic year 2016/2017?" and " How does the use background knowledge improve the eight grade students to be actively involved in english learning process at SMPN 7 Bondowoso in the 2016/2017 academic year?".The purpose of this study is to know how activating background knowledge is able to improve the VIIIA grade student's reading comprehesion narrative text.

The kind of this research is classroom action research which done in two cycle. The participants that the researcher used are 28 students of VIIIB. The preliminary observation is done by observing the teaching and learning process of reading during the implementation and the observation the score of reading from the English teacher.

Based on the result of reading test score in cycle 2, the target percentage of the research that was 75% of students got $\geq$ 72 has been achieved. It can be concluded that activating background knowledge is able to improve the students' reading comprehension at SMPN 7 Bondowoso in the 2016/2017 academic year.

Key words: Reading Comprehension, Activating Background Knowledge.

INTRODUCTION

The aim of teaching reading in junior high schools based on School Based Curriculum (KTSP) are to enable students to get certain information, identify general ideas of certain texts and get main ideas both explicitly and implicitly. A good rule for teachers is that they let the students read when they are ready to do so. But sometimes, the teachers commonly forget to prepare their students with initial information about texts before they are ready to read the texts. There was also no challenging activity in reading. The activities done in reading were commonly reading the text aloud, translating the texts, and answering questions related to the text.

According to the results of observation above, the researcher found some problems. Those problems came from the teacher, the students, the techniques applied, and the use of media. Firstly, the students were lack of vocabularies. In finding the meaning of difficult words in the text, they depended too much on the dictionary. It was not good as it would spent a lot of time and impeded comprehension process. Secondly, the students had low motivation when the teacher was presenting them an English text. They seemingly felt frustrated when they were asked to read and understand an English text. Thirdly, the teacher found difficulty in creating interesting and effective teaching material which could motivate the students. Because of that, teaching reading in SMP N 7 Bondowoso become monotonous. That can made the students feel bored.

Then the preliminary study is conducted by observation the score of reading from the English teacher. The research see that the percentage of the reading score during learning process is 50% of students get score ≤ 75, where should in KKM of English in their school must be ≥ 75. From the observation has been done in SMPN 7 Bondowoso, it can be said that the eight grade students have problem in learning English, especially in learning reading.

Considering the problem above, the researcher tries to solve it by using activating backgroud knowledge strategy. This strategy focuses on activating students' background knowledge. According Moreillon (2007:19) Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information. Like the elephant's tail, background knowledge is always behind us backing up our comprehension. It is the sum of the prior experiences we bring to each new encounter with text.

According to Rosenblatt (in Moreillon, 2007:19) stated, " developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a

particular text. Background knowledge is what the reader brings to the reading event". Thus, the existence of students' background knowledge of a particular English text helps them to easily comprehend it.

Based on explanation above, this classroom action research will be conducted. And the researcher is interested to carry a research entitle." Improving The Eight Grade Student's Reading Comprehension by using Activating Background Knowledge at SMP N 7 Bondowoso in the 2016/2017 Academic Year*".* The researcher hopes this strategy can improve the students' reading comprehension.

RESEARCH METHOD

In this thesis, kind of research uses a Classroom Action Research, because this research is intended to improve the students' reading comprehension during the teaching learning process. According to Arikunto (2010, 135) "CAR is a research that is conducted by the teacher in the class related to complete and improve teaching learning process". He also mentioned the purpose of Classroom Action Research can help us to find solutions to the problems we arehaving in the classroom, and it is hoped able to improve students' achievement.

RESULT AND DISCUSSION

RESULT

After conducting five meetings teaching reading comprehension through activating background knowledge, the researcher gave a test to measure the students reading comprehension narrative text after implementing the action by activating background knowledge on the students' improvement in reading comprehension. It was proven in the average score of students in preliminary study, it was show 67, and while the reading comprehension test average scores after activating background knowledge has been implement was 76. After implement this technique, there were improvements in each aspect. This result proves that activating background knowledge can improve the students' reading comprehension.

DISCUSSION

Based on the primary data, the students' reading comprehension was improved that is shown by the result of the score in cycle 1 and cycle 2. In the preliminary study, there were only 14 students who achieved the target score. In cycle 1, there were 17 students who achieved the target score while in cycle 2, there were 22 students who achieved the target score.

Dealing with the first problem of the research that is "How can the use of activating background knowledge improved the reading comprehension of eight grade students at SMPN 7 Bondowoso in the 2016/2017 academic year?", the result of the test indicates that the students' reading comprehension was improved

after using activating background knowledge. There were 17 or 60% students achieved the target score in cycle 1. In cycle 2, 22 or 79% students achieved the target score. And dealing with the second problem of the research that is "How can the use of activating background knowledge improved the eight grade students to be actively involved in English teaching learning process at SMPN 7 Bondowoso in the 2016/2017 academic year?", the result of observation checklist indicates that the students' activeness was improved as well after using activating background knowledge. In cycle 1, 60, 71% of students were actively involved in readingcomprehension learning process. While in cycle 2, students' activeness became 79%. It means that all the criteria of success is achieved. It can be known that the research is success.

In cycle 1 and 2, the students had some obstacles in reading comprehension.The result of the investigation showed that the students still confused and didn't understand about the task given, because the story used in reading comprehension was difficult and it was unfamiliar story. According to Keene and Zimmermann (in Moreillon, 2007: 20) stated," liken schemas to homes in the mind. This metaphor helps educators think in terms of the necessity of familiarity and comfort with a topic if the reader is to be successful at making meaning. By assessing students' schemas and activating background knowledge, it can support students critical for reading comprehension". It mean that activating background knowledge before reading would familiarize the students with text, thus it would be easy for them to understand and comprehend it. In teaching learning process, the students used to be passive participant. Some students who were sitting in the back talked by themselves and it made the class not conducive. It was caused by the students still confused when the teacher applied activating background knowledge in the class.

According Ibrahim (2013:44) states that Activating Background Knowledge is believed that the readers' background knowledge (schema) interacts with the content of the passage they are reading. It support by Rosenblatt (in Moreillon, 2007:19) stated, Background knowledge is what the reader brings to the reading event". Thus, the existence of students' background knowledge of a particular English text helps them to easily comprehend it.In this research, using activating background knowledge the students can improve their reading comprehension by presenting the result of their investigation about the text and answering the questions. Moreover, using picture in activating background knowledge dig students' interest and curiosity of the topic. It makes students easy in reading comprehension and they gain many new vocabularies.

From the discussion above it can be concluded that teaching reading subject through activating background knowledge is absolutely very helpful and worth to be applied in enhancing students' reading comprehension.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result from in the previous chapters, the researcher concludes that the implementation of activating background knowledge has improved the students' reading comprehension at VIIIIA grade student of SMP Negeri 7

Bondowoso in 2016/2017 academic year. It can be shown by the improvement of students reading comprehension score from preliminary study and the reading comprehension score after the action was taken. This strategy also engaged the students become actively involved in the reading activy, as stated in the discussion that there was an improvement of students active participation from the first untill the third meeting. This strategy works by providing brainstorming sheet.

SUGGESTION

The suggestions based on the discussion above are divided in to three: for the English teacher, the students and the other researcher. The English teacher is suggested to use activating background knowledge as an alternative strategy in teaching reading to improve the students' reading comprehension since it is interesting, motivating students to read the English text, they will enjoy reading the text.

The students are suggested to read narrative text more seriously by using activating background knowledge to improve their reading comprehension skill because it can help them to understand the story better.

The other researcher is suggested that the future researcher conduct a further research dealing with the use activating background knowledge by using different or same research design at diffferent schools or subject, such as : the use of activating background knowledge to improve the srudents' reading comprehension or the use of activating background knowledge to improve the students' in the teaching and learning process.

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