

CHAPTER I

INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, purpose of the research, the operational definition of the term's significance of the research, and scope and limitations of the research.

1.1 Background of the Research

Reading comprehension is cognitive reading (reading to understand). This is an important point that needs to be considered in reading activities, namely the ability of students to understand the meaning of the contents of a reading text a whole. According to (Rubin in Somadyo (2011, p.7) reading comprehension is a complex intellectual process that includes two main abilities: mastery of words, main ideas, and the ability to think about verbal concepts. Analytical reading comprehension is meant where readers are required to be able to understand the contents of a text. Because there are still many students who have problems related to low reading comprehension. They often feel confused about what they are going to read. Usually, students are lazy to open the dictionary to look for difficult words in the text. Most of them also don't want to pay special attention to the text they read. They only see things they think they know or pictures if available in the text. They do not show their curiosity to understand the text. As one of the language skills, reading comprehension has an important role for every people, especially for the education community Kendeou, et. al (2016, p.62) states that realizing the importance of reading comprehension is considered one of the most

complex activities that students can do. Consequently, researchers have

proposed a model that focuses on a limited set of reading comprehension components and processes. English is one of the compulsory subjects in high school, both based on the curriculum of each school. Therefore, English is one of the subjects presented in the national exam. Based on the national exams in recent years, it illustrates that students' ability to understand learning materials, especially those related to reading comprehension skills, is still far from the expected standard. So, it is very clear that students with low reading comprehension skills in English are very low because almost 85% of the material presented in the exam is written discourse (Text). According to Jamaris (2013, p.137-139) other factors are caused by several things, including physical factors which include difficulties in hearing perception or hearing acuity, these psychological factors include difficulties in intelligence or lack of IQ and socioeconomic self-concept factors between other factors are home conditions that are not conducive to learning which causes children from underprivileged families to experience learning outcomes below their potential and factors in the implementation of education that are not appropriate, these factors are related to things, namely teacher expectations are too high not in accordance with student abilities, management the class is not effective, the teacher is too critical of students, the curriculum is too dense so that it can only be achieved by students with high abilities.

To improve student achievement in reading comprehension, the use of the graphic organizer strategy is very effective for student learning. Bouchard's (2005) opinion about graphic organizers conveys a visual representation of how reading texts are arranged and is an appropriate and useful tool when used for structured teaching. Then Hibbard and Wagne in Purwaningsih (2013) reveal a graphic

organizer strategy, namely as a graphic diagram or chart that represents the relationship directed by the verb thinking skills associated with the importance of students' reading comprehension. In line with Hibbard, et. al (2011) stated graphic organizers as a useful thinking tool strategy to allow students to organize reading information and allow students to see improvements in their reading learning. The intended meaning is that by using the graphic organizer strategy students can arrange reading texts in the form of visual diagrams based on text concepts. Graphic Organizer Strategy is a chart that represents the relationship between terms, facts, and ideas in a learning task. According to Burke (2003), the use of a graphic organizer strategy helps students in all ways recognize and analyze the features of text reading books to approach reading texts more strategically. So, the Graphic organizer strategy provides teachers with a tool to assist students towards higher achievement in their reading comprehension skills. Graphic organizers that target elements of critical and creative thinking help develop students' ability to perceive and understand the meaning of a text. Students' focus on content is enhanced and they can be to classify content into small understandable units. The graphic organizer provides a new language that facilitates classroom communication, as well as a deep understanding of the content teachers want to transmit. The effectiveness of the graphic organizer strategy is proven by the analysis of Marzano, et. al (2001). Based on these discussions, research on the use of graphic organizer strategies to improve students' reading comprehension.

The novelty of this research is from previous research conducted by previous research has discussed the Effect of Graphic Organizer on Students' Reading Comprehension in Class XI Students of SMAN 6 Kediri Academic Year

2016/2017. Based on Eka Widayati (2017) the results of the study show that students get better and more effective reading scores with graphic organizers. In the second previous study, use of a graphic organizer to improve reading comprehension of class XI students at SMAN 3 Lubuk Basung, the results showed that the use of a graphic organizer had a positive impact on students, such that students were more active and confident in the teaching and learning process and students can understand the text well (Gustiana, 2020). Reading comprehension investigates the use of the graphic organizer strategy in improving reading comprehension because the importance of reading comprehension requires time to be able to understand reading carefully and can enrich English vocabulary by mentioning objects and events around you in English and the features of using a graphic organizer strategy are able to help students identify the main ideas and details in improving reading comprehension, and make it easier to see patterns of compare and contrast, and sequences of actions in finding information in a passage. Based on the background above, to solve problems in reading comprehension by taking a graphic organizer strategy in learning to read and gave birth to a thesis entitled "**The Effectiveness of Graphic Organizer Strategy to Improve Reading Comprehension in Eleventh Grade Students at SMA Pancasila Ambulu**".

1.2 Problem of the Research

Based on the definition above, the problem of the research is formulated as follows: Is there any significant difference in reading comprehension between students who are taught using the graphic organizer strategy and those who are taught with student worksheets?

1.3 Purpose of the Research

Based on the problem formula above, the purpose of this research is to: To find out whether there is a significant difference in students' reading comprehension between students who are taught using the graphic organizer strategy and those who are taught using student's worksheets of SMA Pancasila Ambulu.

1.4 The Operational Definition of the Terms

To order avoid understanding about, it is necessary to provide some explanation about some of the terms that will be used in this research.

1.4.1 Reading Comprehension

Reading comprehension is an activity to understand the essence of a text that we read in English. The core referred to here is the idea or ideas contained in every English text.

1.4.2 Graphic Organizer Strategy

In this study, the graphic organizer strategy is an effective and efficient learning media coordinating an idea, as well as learning concepts in the form of visual representations arranged in the form of lines, arrows, and circles. This strategy will help meet the learning needs of students. Especially helping students organize their thoughts, knowledge, and ideas.

1.5 Significance of the Research

1.5.1 Theoretical Benefit

a. The results can be used as a reference for those who wish to conduct research in teaching English to build students' reading comprehension achievement.

b. These results will be useful and helpful for teachers in teaching English.

1.5.2 Practical Benefit

a. For students, the results of this study can be used as a starting point for researchers to gain experience that will be useful in the future as an English teacher.

b. For english teachers, this research can be used as material for consideration of effective English teaching in the future.

c. For writers this research can motivate the results of their English learning in improving reading comprehension.

1.6 Scope and Limitation of the Research

The scope of this research is to find out that the research focuses on the effectiveness of graphic organizer strategy to improve students' reading comprehension to find main ideas or important information that is carried out for eleventh graders of SMA Pancasila Ambulu. So that the use of the graphic organizer strategy helps the effectiveness of reading comprehension of narrative texts in students.