

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improve their reading skills. However, Grellet said, “reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions”.<sup>1</sup> It can be said that reading is an active activity because before the readers read the text, they have to suppose what the writer will talk about by seeing the title, picture, clues, or the first and last paragraph, skimming the text to check their hypotheses and to get the information what they are looking for, revision then reread the text for more detail.

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. As Catherine said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>2</sup> The foundation of reading comprehension is word identification and

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<sup>1</sup> Francoise Grellet, *Developing Reading Skills A practical Guide to Reading Comprehension Exercise*, (New York: Cambridge University Press, 2010), 8.

<sup>2</sup> Catherine Snow. *Reading for understanding: toward a research and development program in reading comprehension* (Santa Monica: RAND Education, 2002), 11.

decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension.

From the classroom observation and the interview with the English teacher in SMP Daarul Mutaqien Tangerang, the researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting meanings of difficult words so that they had to use their dictionaries when they found words they did not know the meaning. When the teacher asked the students to answer some questions based on the text orally, most of the students could not give the correct answers. The condition indicated that the students have low proficiency in understanding a text. And also the researcher found a problem was related to the teaching-learning method used by the teacher.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning processes especially in the teaching of reading comprehension. In order to solve the problem, the researcher is motivated to conduct using Graphic Orgnaizer namely Inference Prompter in teaching reading. It involves the English teacher in the school to find out the best solution of the problem in the teaching of reading comprehension at third grade students.

*Inference* is the information gained from the picture and or text combined with our prior knowledge.<sup>3</sup> The story's context can guide the students to the details that are missing. The teacher again models and guides the students to ask themselves appropriate questions to try to fill in the important details. There are graphic organizers that ask certain questions that students can use as a guide after reading a selection.

According to Harding, Graphic Organizers are drawings or formats used to represent information visually, show relationships between ideas and help students think critically.<sup>4</sup> Graphic organizers are another popular strategy that can be used for most genres and can be adapted in many ways. They are commonly used for reading comprehension and there are many different types. Graphic organizers for reading comprehension are generally systems that help students organize what they are reading.

In addition, there are many researchers who have done research related to Graphic Orgnaizer especially. The researcher was interested to teach reading comprehension using Inference prompter because of the potential advantages it could offer. The researcher hoped that the reading ability of his students would improve more quickly than by other methods.

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<sup>3</sup> Carol Westby. *Making Inferences in Oral and Written Discourse*. mocha@unm.edu <http://www.asha.org/Events/convention/handouts/2011/Westby/>

<sup>4</sup> Tracey Harding, S. *Graphic Organizers to Support Active Reading Strategy Instruction*. (2008) <http://www.mrsjudyaraujo.com/wp-content/uploads/Graphic-Organizers-to-Support-Reading-Strategy-Instruction.pdf>

And from the background of the study above, the researcher would like to conduct a study under the title “*The Effect of Inference Prompter Chart Toward Students’ Reading Comprehension*”(A quasi Experimental Research at Third Grade of SMP Daarul Muttaqien Tangerang).

## **B. Identification of the Problems**

From the classroom observation and the interview with the English teacher in SMP Daarul Mutaqien Tangerang, the researcher finds some problems related to the students’ low proficiency level in reading comprehension. The problems are related to the students, the learning materials, and the teaching technique.

The first problem is related to the students. From the classroom observation in the third grade, the researcher finds some problems related to the students. First, the students have low vocabulary mastery. When they are given a text to read, they do not know the meanings of most words in the text. They have to use their dictionaries to find the meaning of the words. They tend to translate every single word in the text. Second, the students are not aware of the use of learning strategies. They do not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. The use of those learning strategies contributes to the success of the learning processes. Third, the students are not interested in reading a text. They find that reading an English text is boring and stressful. This condition made the students find difficulties in understanding the text.

The second problem is related to the teacher. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. The teacher does not give a chance to the students to share knowledge. Besides, the teacher never models how to use efficient reading comprehension strategies. The teacher just lets the students read the text and then do the task by themselves. Sometimes, the teacher just asks the students to submit the work without giving feedback to the students so that the students do not really know how to comprehend the text.

The third problem is related to the media used in the teaching of reading. There are no media used in the classroom. The students are only given a long text to read. The teacher said that it is difficult for her to find some related pictures for the students, whereas the use of pictures can stimulate the students to recall their prior knowledge related to the topic of the text.

### **C. Limitation of the Problem**

Based on the identification of problems above, the problem of this study is limited to improve the students' reading comprehension using Graphic Organizers namely Inference Prompter Chart on Narrative text. Thus, the result of this study only generalizes or applies to the target population, specifically to the third grade of SMP Daarul Muttaqien Tangerang.

### **D. Statement of the Problems**

From the description above, the statement of problems are formulated as follow:

- 1) How is the students' reading comprehension at the third grade of SMP Daarul Muttaqien Tangerang?
- 2) How is Inference Prompter Chart applied in teaching reading comprehension at the third grade of SMP Daarul Muttagian Tangerang?
- 3) How is the effect of Inference Prompter chart in teaching Reading skill at the third grade of SMP Daarul Muttaqien Tangerang?

#### **E. The Aims of the Research**

Based on the statements of problem, so that the purposes of the research are:

- 1) To know the students' reading comprehension at the third grade of SMP Daarul Muttaqien Tangerang.
- 2) To know how Inference Prompter Chart applied in reading comprehension at the third grade of SMP Daarul Muttagian Tangerang
- 3) To find out the effect Inference Prompter chart in Reading skill at the third grade of SMP Daarul Muttaqien Tangerang.

#### **F. The Importance of the Research**

The researcher hopes that the findings of this study can give benefits for some parties. As follows:

1. For the Teacher

The researcher hopes that the findings will give new information about the learning technique which can be used to improve the students' reading comprehension.

2. For the Students

The researcher expects that the use Inference Prompter Chart will improve the students' reading comprehension.

3. For the Researcher

This study will be used as an experience on how to conduct an experiment particularly in improving reading comprehension. Besides, this study becomes an experience in developing her knowledge and skills in problem solving process. The last is for other researchers. The result of the study will be a reference to conduct a similar study.

## **G. Organization of writing**

This paper is systematically divided into five chapters. The following is about what each contains.

Chapter I is introduction that consists background of study, identification of problem, limitation of the problem, statement of the problems, the aims of the research, the importance of the problem, organization of writing.

Chapter II is literature review. It consists of definition of reading comprehension, the processes of reading comprehension, the types of reading skill, purpose of reading, definition of graphic organizer, the reasons using graphic organizer, definition inference prompter chart, steps to use inference prompter, definition of

narrative text, generic structure of narrative text, assumption and hypothesis.

Chapter III is research methodology. It covers place and time of research, research method, population and sample, research instrument, technique of data collecting, and technique of data analysis.

Chapter IV is discussing about the result of the study, which shows description of data, analysis of data and interpretation of data.

Chapter V is conclusion and suggestion. The content of closing are conclusion and suggestion.