

CHAPTER I

INTRODUCTION

A. Background of The Study

In learning language especially English, student must be able to master four language competencies namely, reading, speaking, listening and writing. From those competences the writer interested in investigating reading because the reading offer many advantages in improving students' language proficiencies and human knowledge. According to Iwai said that reading comprehension is one of the most critical elements in building students's literacy skill.¹ In line with Yuko, Javed explain that reading is the most important skill amongst others.² From the explanation above the reading skill become the important skill.

¹ Yuko Iwai, *The Effect of Expliscit Instruction on Strategic Reading in aLiteracy Methods Cours: Internasional Journal of Teaching and Learning in Higher Educatio*, Vol 28, No 1, ISSN 1812-9129, 2016. P.110

² Muhammad Javed, *Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students: Internasional Journal of Instruction*, Vol 8, No 2, ISSN 1694-609X, 2015. P.140

In fact, based on my primarily research when I conducted teaching practices (PPLK) in SMAN 3 Pandeglang I found some problems especially in reading comprehension. The problems are: first, some students are lack of Vocabulary, it reflects doing learning process they often ask the meaning of vocabularies to the teacher during learning process. The second reading comprehension is very low it reflects on some formative test or daily test which show that their result of the test below standard minimum (KKM). Third their reading motivation is low based on my interview to some students which she selected randomly. Some students admitted if they do not have familiar or have good understanding on recount text. Moreover based on her experience when she conducted (PPLK) some students do not know what is recount text, what is the social function, what is the language feature. The teacher taught reading by using conventional strategy namely lecturing method and she did'nt use learning material and scientific approach which is required in 2013 curriculum. Fifth the instructional facilities such as Book are not available especially English book are not adequate

available. This is one of the factors which decrease students motivations in reading English books. Actually to overcome the students problems in reading comprehension the teacher had tried some effort, such as conducting tim teaching, sharing teaching techniques and joining English teaching forum meeting which usually carry out onces in every months.

From those problems, the writer thought that it needs teaching strategy, add learning media to overcome the students problems in reading. Reading connection is one type of comprehension strategy using the graphic organizer. Harvey and Goudvis said that the more background knowledge and prior knowledge readers have about a topic, the more likely they are to comprehend what they're reading.³ It means that by using Reading Connections student can improve reading comprehension by activate background knowledge, through prior knowledge and recalling past experiences.

Based on the explanation above, the writer is interested to conduct the research entitled **“The Effectiveness of**

³ Gail E, Tompkins, *Literacy In The Early Grade*,(Boston: Pearson Education Inc., 2011), P.206

Using Reading Connection To Improve Students' Reading Comprehension On Biography Text".

B. Identification of Problems

Based on the background of study above, the problems of this study can be identify as follow:

1. Some students of SMAN 3 Pandeglang lack of vocabulary, they often ask the meaning of vocabularies to the teacher during learning.
2. They reading comprehension is very low. It reflects on some formative test/daily test which show that their result of test from standard minimum (KKM)
3. Their reading motivation is low.
4. Some students do not have familiar or have good understanding on Recount text.

C. The Limitation of the Problems

Based on the background of the study and identification of the problems above, the focus of this study is about the effectiveness of using reading connection to improve students' reading comprehension on biography text.

D. The Research Question

Based on the background above, the writer proposes three research questions as follows:

1. How is students' reading comprehension on recount text?
2. How is the effectiveness of Reading Connections in teaching reading comprehension on biography text at the tenth grade of SMAN 3 Pandeglang?

E. The objectives of Research

Based on the research question above the objectives of this research can be described as follows:

1. To find out the students' reading comprehension on recount text.
2. To find out the effectiveness of Reading Connections in teaching reading comprehension on biography text at the tenth grade of SMAN 3 Pandeglang.

F. Significant of Study

There are two significant of the study namely theoretically and practically. On one hand theoretically this study is to support

the theory which purpose by Harvey & Goudvis in Debbie Draper They states by teaching students' how to connect to text they are able to better understand what they are reading.⁴

On the other hand practically the significant of this study can be addressed for researcher, teacher and students.

1. To add insight
2. Give alternative strategy in teaching reading
3. To trigger students to learn English
4. To help students to improve reading comprehension

G. Previous of Studies

1. **Setyo Purwaningsih. NIM 09202241089. Academic year. 2012/2013. Improving Students' Reading Comprehension Through Graphic Organizers At SMPN 15 Yogyakarta. Thesis. English Education Department. Faculty of Languages and Arts. Yogyakarta States University. The research followed the principles of the action research procedures. The finding of this study is**

⁴Debbie Draper, *Comprehension Strategies: DECS Curriculum Consultant 2010*, <http://forpd.ucf.edu/strategies/startText.html>. Accessed on December, 2 nd 2018, P.6

that the using of graphic organizer could improve the students' reading comprehension. The instrument of the study were observation guidelines and interview guidelines, which were supported by the scores of students' reading comprehension test. The data from the observation and interview were analyzed quantitatively using descriptive statistic. The qualitative data analysis showed that the students were able to organize and visualize the text better and improve their vocabulary mastery through graphic organizer. The mean scores increased from 59.71 in the pre-test to 67.29 in the first post test, to 72.00 in the second post-test.⁵

2. **Eko Yuniarti. 2013. NIM 08202241019. Improving The Students' Reading Comprehension Through *Know-Want-Learn* Technique At The Eleventh Grade of SMA Negeri 1 Sanden.** Thesis. English Language Education. Faculty of Language and Arts. State

⁵ Setyo Purwaningsih, *Improving Students' Reading Comprehension Through Graphic Organizer (A Classroom Action Research at SMPN 15 Yogyakarta in the Academic Year of 2012/2013)*.

University of Yogyakarta. This research use action research. In the study, the researcher collaborated with the English teacher and the students. In collecting data, this research uses pre-test, post-test and observation. *Know-Want-Learn* technique is effective to improve the students' comprehension. It is supported by the qualitative data which show that (1) *Know-Want-Learn* technique can help the teacher to scaffold the students' comprehension by focusing on the steps before, during and after reading; (2) *Know-Want-Learn* technique can help the students to preview the text asses what they have learned after reading and attract their interest in reading. The finding also supported by quantitative data. The mean of the students' reading comprehension score improve from 70.5 in the pre-test to 82.5 in the post-test. It can be concluded that the use *Know-Went-Learn* technique can improve the students' reading comprehension.⁶

⁶ Eko Yuniarti. (2013) *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade of SMA Negeri 1 Saden*.

3. **Sinta Sriwahyuningsih. 2015. Using Graphic Organizers to Improve Reading Comprehension of The Eleventh Years Students of SMK Negeri 2 Kediri.** Skripsi. English Language Department. State University Of Nusantara PGRI Kediri. This research using Classroom Action Research. The instrument of collecting data were qualitative data Observation sheet, and Field note and quantitative Reading test. The purpose of this research is to find out the improvement of students' reading comprehension after being taught by using Go strategy. This research use Hierarchy Go and complete the blank Hierarchy Go in group discussion. The result of this research shows in the test score that 76% passed the test in cycle 1 and 90% of the students' passed the test in cycle 2.⁷

There the previous study has differences with my study, the differences as follows :

⁷ Sinta Sri Whayuningsih. (2015) *Using Graphic Organizers to Improve Students' Reading Comprehension Of The Eleventh Year Students' of SMK Negeri 2 Kediri.*

The first study has difference that the writer used graphic organizer for improving reading comprehension. The research used classroom action research and pre-test pos-test for collecting data also the observation and interview this research use the global graphic organizer. *The second* study is using *Know-Want-Learn* or KWL chart this technique also a part of graphic organizer but this more specific in improving reading comprehension this study use classroom action research. For collecting data used pre-test and post-test and observation. *The third* study is using Graphic Organizer to improve reading comprehension this study also used classroom action research this research use hirearcy graphic organizer and complete the blank hierarcy Graphic organizer in group discussion. For collecting qualitative data this study used observation sheet and field note and quantitative reading test.

Her study is The Effectiveness of Using Reading Connection To Improve Sttudents Reading

Comprehension On Biography Text. This is an experimental research for collecting data the Researcher use Pre-Test Post-Test.

From the studies above, unfortunately the writer didn't find any single study which has been conducted on Recount text of Biography by using reading connections. Therefore the writer is strongly believe her studies must be investigate comprehensively.

H. Hypothesis of The study

Based on the background of the problems, research problems, and objectives of the research, the writer elaborates hypothesis as follows:

H₁ : There is a significant effect of using Reading Connections toward Students Reading Comprehension.

H₂ : There is no significant effect of using Reading Connections toward students Reading Comprehension.

I. The Organization of Writing

This paper is arranged to five chapter, the writer organizer this writing as follow :

Chapter one is introduction which consist of background of the Research, the identification of problem, the limitation of problems, the research question, the objectives of research, significant of study, previous studies, hypothesis and the organization of writing.

Chapter two is the review of the related theories which consists of the definition of reading comprehension, recount text of biography, reading connections, graphic organizer and riview of related study.

The third chapter is research methodology which consist of the method of research, the setting of the research, population and sample, the research instrument, the technique of data collecting, technique of data analyzing.

The fourth chapter is result of the study, which consist of the description of data, the data analysis, and the data intrepretation.

The fifth chapter is closing which is consist conclusion and suggestion.