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## CHAPTER 1

### INTRODUCTION

#### A. The Background of Study

Reading is an essential skill for all students at all levels started from elementary school to university. It is one of the language skills that should be mastered by the students. This skill has a very important role to play especially to obtain information from the English text or book. A person may read in order to gain information or to verify existing knowledge, or in order to critique a writer's idea. Reading has a specific purpose. The main objective of reading is to comprehend the meaning of reading texts. Comprehension is the reason for reading. By reading we can get many things, especially getting information.

Reading has an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. The goal of reading is comprehension. According to Sharon (2004, p.98), comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

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In order to accomplish the students' need on reading, The School-Based Curriculum (KTSP) provides reading as one of the skills in English mastery that must be taught and learned at State Senior High school 1. This school is one of the educational institutions in Rokan Hilir that uses the School Based Curriculum (KTSP) in the process of teaching and learning English.

Based on the syllabus on the eleventh grade, there were two competences, those are called standard competence and basic competence. The standar competence is the students are required to understand the purpose of simple short functional written text and simple essay in daily life and knowledge usage in reading texts. Thus, the basic competence for the eleventh grade students shows that students must be able to respond the meaning and rhetorical steps of short functional text and simple essay text in the form of report, descriptive, recount, analytical exposition text, and narrative in daily life accurately, fluently, and understandably in reading texts. The passing grade (KKM) of reading comprehension in this school is 60.

This school provides the English lesson twice a week. The teaching and learning process for one meeting is about 2 hours. The duration for one hour is about 45 minutes. The success of teaching reading at State Senior High School 1 is determined by many aspects such as: material for reading, facility, teacher competence, and the students themselves. Related to the teacher's side, the teacher have already applied some strategies in developing students' reading comprehension. Besides, some of students at the school have low motivation

in reading text or material given by the teacher at the school. It causes the objective of teaching reading unsuccessfully achieved.

Based on writer's preliminary observation at State Senior High School 1 Tanah Putih Rokan Hilir regency, especially in eleventh grade on January 2017. Reading was taught by using summarizing strategy to develop students' reading comprehension. The steps of strategy are: the teacher asks the students to read the text contained and identify the generic structure of text, the teacher asks the students to summarize the text contained, the teacher asks the students to tell about what they read, the teacher explains about the content of the text, the teacher asks the students to answer the questions about the report text and answer it, and then the teacher makes conclusion of the lesson and closes the learning session.

But, when the teacher asked them to identify the information from text, there were some of them still difficult and not able to answer it. This method was used to make students understand and able to read well. But, in fact this way was not effective for the students in learning reading because some of them still had difficulties to comprehend reading in report text such as; to extend main idea, to distinguish between the general and specific information of the text, and to identify the simple present tense and verb.

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Based on the writer's preliminary observation, the writer found out the following phenomena such as:

1. Some of the students were not able to extend the main idea of report text.
2. Some of the students had difficulties in identifying of language features of report text.
3. Some of the students were not able to distinguish between general information and specific information of the report text.
4. Some of the students had low motivation in learning English especially in reading.

To improve the students' comprehension in reading report text needs an appropriate strategy and technique helping them as solution for their problems. There is a technique that can help students in reading report text, called Graphic Thinking Organizer Strategy. Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understand the information effortlessly ( Meyen, Vergason, and Whelan 1996).

Graphic Thinking Organizer represented information visually in a clear, logical manner. They do not only represent content information, but also the relationship that links ideas together. Graphic Organizers help students store and recall information that assist in understanding what was read. Graphic Thinking Organizer provides students with several patterns on how information should be arranged clearly. Cassidy and Hosler ( as cited in

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Bowman et al, 1998) exclaimed that Graphic Organizer aids students to comprehend the main idea that can direct to good reading comprehension. They added that this visual organization helps students memorize the information as well.

Based on the problem depicted above, thus, the writer is interested in investigating the problems above into a research project which is entitled: **The Effect of Using Graphic Thinking Organizer Strategy on Students' Reading Comprehension of Report Text at the eleventh Grade of State Senior High School 1 Tanah Putih Rokan Hilir Regency.**

## **B. The Problem**

### **1. Identification of the Problem**

The identification of the problems are as follows:

- a. Why are the students not able to extend the main idea of report text?
- b. Why are the students not able to identify language features of report text?
- c. Are students able to distinguish the general and specific information of report text?
- d. Why are the students have low motivation in learning English especially reading?

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## 2. Limitation of the Problem

There are many problems to be discussed in this research. Thus, to make this research clearer, the writer needs to limit the problems to the students' reading comprehension of report text at the eleventh grade of State Senior High School 1 Tanah Putih, Rokan Hilir Regency. It refers to the main idea of the text, the generic structure, and the language feature of report text. In this research the writer used Graphic Thinking Organizers strategy in form of Concept Map.

## 3. The Formulation of the Problem

Based on the limitation of the problems above, it is very clear that some of the students at eleventh grade of State Senior High School 1 Tanah Putih Rokan Hilir Regency have some problems in reading comprehension. Therefore, the problems can be formulated into major and minor research questions, the major research questions are:

- a. Is there any significant difference of the students' reading comprehension of report text between those who are taught by using Graphic Thinking Organizer strategy and taught without using it at state senior high school 1 Tanah Putih ?
- b. Is there any significant effect of using Graphic Thinking Organizer strategy on the students' reading comprehension at the State Senior High School 1 Tanah Putih?

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The minor research questions are:

- c. How is the students' reading comprehension of report text taught without using Graphic Thinking Organizer strategy at state senior high school 1 Tanah Putih ?
- d. How is the students' reading comprehension of report text taught by using Graphic Thinking Organizer strategy at state senior high school 1 Tanah Putih ?

## **The Objective and Significance of the Research**

### **1. The Objective of the Research**

- a. To know whether there is or not a significant difference of students' reading comprehension of eleventh grade at State Senior High School 1 Tanah Putih Rokan Hilir Regency between taught without using Graphic Thinking Organizer strategy and taught by using Graphic Thinking Organizer strategy.
- b. To know whether there is or not a significant effect on students' reading comprehension of report texts by using Graphic Thinking Organizer Strategy at State Senior High School 1 Tanah Putih.
- c. To get the information about students' reading comprehension of report text taught without using Graphic Thinking Organizer strategy at State Senior High School 1 Tanah Putih Rokan Hilir Regency.
- d. To get the information about students' reading comprehension of report text taught by using Graphic Thinking Organizer strategy at State Senior High School 1 Tanah Putih Rokan Hilir Regency.

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**2. The Significance of the Research**

- a. Hopefully, this research finding is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, for both teachers of English and students of eleventh grade at State Senior High School 1 Tanah Putih Rokan Hilir Regency. Additionally, it may be considerations for their future teaching and learning English process.
- c. Besides, these research finding are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning of English as a foreign or a second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching in general.

**D. The Definition of the key Terms**

There are so many terms involved in this research. Thus, to avoid misunderstanding and miss perception to the terms used in this research, the following terms are necessarily defined as follows:

**1. Effect**

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Richard Schmidt, 2010, P. 10). If we do something that we want to give that to the another people such as when the reader reads some the

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information the reader would like to share ideas and knowledge with the listener about it. Its effect can help the listener to get the new information and new ideas about it. Effect is the result caused of something changing. In this research, the effect means that as the result of applying Graphic Thinking Organizer Strategy in teaching students' reading comprehension of report text at State Senior High School 1 Tanah Putih Rokan Hilir Regency.

## 2. Graphic Thinking Organizer

Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understand the information effortlessly ( Meyen, Vergason and Whelan 1996). Graphic Thinking Organizer provides students with several patterns on how information should be arranged clearly. Cassidy and Hosler (as cited in Bowman et al, 1998) exclaimed that Graphic Thinking Organizer aids students to comprehend the main idea that can direct to good reading comprehension. In this research, Graphic Thinking Organizer in form of Concept Map refers to a strategy applied to teach reading comprehension of report text at State Senior High School 1 Tanah Putih.

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**3. Reading Comprehension**

According to Tankersley (2003, p. 8), reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text. So, reading comprehension is the process of constructing the meaning through interaction between reader and author.

In this research, reading comprehension refers to the understanding of report text in terms of the main idea, generic structure, and language features of the text. And also as the process of constructing meaning from a text that is defined as the level of understanding of a written text.

**4. Report Text**

Report is a text which presents information about something. It is as a result of systematic observation and analysis. Its social purpose is presenting information about something. They generally describe an entire class of thing, whether natural or made: mammals, planets, rocks, plants, countries of region, culture, transportation, and so on. It means report text is a text that describes about something whether natural or made by human such as: mammals, plants and transportation.

As well as that report text is a text that presents about something as generally whether natural, or made. In this research, report text is a kind of text that classifies and describes about something, whether natural or made by human.

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## E. Reasons for Choosing the Title

There are some reasons why the writer is interested carrying out this research:

1. The title of this research is relevant to the writer's status as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting this research.