

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Language is an important part of human for communication. In reality, Carrasquillo et al (2004) state that language is a means of conveying ideas, mind, opinions and feeling. Language is used by people in a particular country; it means that people from various countries have different languages. However, to maintain the communication among people from different countries, it has been agreed to use international languages, one of them is English.

English is spoken in the most International events and it is used as the medium of information flow in science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Furniture (1975) states that, language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situation. Among these skills, reading is the fundamental skill. It is supported by Moats as cited in Westwood (2001) who states that reading is the fundamental skill upon which all formal education depends. Through reading, the students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening, and writing.

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It must be obvious that reading is one of the ways, perhaps the most important way, of obtaining an education. Harris (1990:1) states that reading ability is recognized as centrally important, since without it very little academic learning can go. In view of that, reading is likewise a skill that teachers simply expect students to acquire.

The goal of reading is comprehension. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. For that reason, comprehension becomes the most important factor to indicate how well the students read. The students who can read with good comprehension are indicated as good readers. In contrary, the students who cannot read the comprehension are indicated as poor readers. Thus, reading with comprehension becomes an indispensable part of reading activity.

In teaching reading comprehension, the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it.

However, as cited from The Jakarta Post (August 29th, 2016), Indonesia ranks 60th out of 61 countries in term of reading interest, a study by central Connecticut state university in the US has revealed. The problem of reading has been found in young students. As reported in The Jakarta Post (July 4th, 2014), based on a recent nationwide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the

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reading ability of primary school students in Indonesia was 69 percent. It was found that many students were not able to read. If the primary students have a reading problem in their first language, undoubtedly senior high school students also have difficulties in reading, especially for English text. In addition, cited from The Jakarta Post (December 21st, 2002), many students, even at university level, are still weak in their reading comprehension.

According to the English curriculum for senior high schools in Indonesia, the English teaching covers four skills, namely reading, listening, speaking, and writing that supported by learning of language elements. The language elements involve vocabulary, grammar, and pronunciation. In fact, of all language elements, vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002:255) say that vocabulary is a core element of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

Another essential of vocabulary mastery is it can make learners efficiently communicate and fundamentally comprehend on English articles and academic essays (Dickinson, 1987). The two aspects are really newsworthy. Lots of people are well known all over the world because of their abundance knowledge which is supported by their capability in communicating in English well. Besides, lots of newsworthy knowledge and references can be taken from English articles and academic essays.

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Further, according to the National Institute of Child Health and Human Development (NICHD, 2000) Vocabulary knowledge is essential to comprehend the text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). Hirsch suggests that students acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school (Graves, 2006; Lehr, Osborn, and Hiebert, 2004; PREL, 2008).

In brief, vocabulary is an important factor in the comprehension of language and the number of words acquired by a learner is related to competent language use (Nation, 1990). Students who have a limited vocabulary are at risk of not becoming proficient in reading (Beck and McKeown, 2005; Blachowicz and Fisher, 2000). In addition, vocabulary is a major factor of poor reading comprehension, and students' word knowledge is strongly linked to success in academics (NRP, 2000 and Nagy, 1998). Stahl and Nagy (2006) add that the more words we have, the more complex ways we can think about the world.

In reading, for instance, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. In relation to the objective of teaching reading in senior high schools, which provides the students with the abilities to get the information from books which are written in English, the teacher should teach the vocabulary to the students.

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Concerning the importance of ability to read with comprehension, the students at SMA/MA are targeted to be able to read different kinds of text types with good comprehension. According to the national curriculum based on Depdiknas, *SK and KD Bahasa Inggris SMA/MA*, (2015:308), the scope of English subjects in Senior High Schools includes the ability to understand a variety of functional text, monologues and short-essay in the form of procedure, descriptions, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, reviews, and public speaking.

To be able to read those different texts with comprehension, the students needs reading strategies before, during, and after reading. There are many kinds of reading strategies that can be used before, during, and after reading. Since they have to read various kinds of text, the students should be able to use many different reading strategies. Consequently, they should be aware that there are no good or bad strategies. They should know that the strategies must be appropriate to the type of text they are reading.

One of the reading strategies is an ability to understand writer's text organizations. It is in accordance with what is stated by Kathleen McWother (2010) states that "If you can see how a paragraph is organized, it will be easier to understand and remember". Tony Buzan (2003:10) also states that knowledge of textual organizations can be used to increase reading speed and comprehension. Further, Carrasquillo et al (2004:74) stated that as students

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read, their understanding of the writer's text organizations facilitates their comprehension.

There are many ways how to organize the text, for example time order (chronological order), compare and contrast, problem and solution, cause and effect, illustration and example, etc. The students not only need to understand how these writer's text organizations operate in reading, but also how to produce them in their own writing. Thus, it is important for every language teacher to teach writer's text organizations to their students not only to develop their students' writing skill but also to develop their students' reading comprehension.

All texts that should be understood by SMA/MA students are written through various kinds of writer's text organizations. Spoof text, for example, is organized in a sequence. Therefore, when reading spoof text, the students should have a fairly clear understanding of the sequence to aid their comprehension. Thus, consequently, teachers must teach their students to master this kind of writer's text organizations. In addition, it can be assumed that the English teachers have taught different kinds of writer's text organizations to the students since they were in Junior High School.

However, based on preliminary research dated on July, 22nd 2016 to the students at Islamic Senior High School Al Islam Rumbio, some phenomena were found such as some of the students were not able to express the topic, main idea, supporting details, inference, reference, and generic structure.

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Besides, it was found that some students of Grade XI of Islamic Senior High School Al Islam Rumbio who could be categorized as poor readers; most poor readers did not read strategically, Nor they have the sufficient metacognitive awareness to develop, select, and apply strategies that can enhance their comprehension of the text. That's all because they do not know the organization of the text. Typical poor readers rarely prepare before reading. They often start to read without setting goals. They seldom consider how best to read a particular type of text.

During reading, poor readers may have difficulty decoding, and so have difficulty reading the words of their texts accurately. In addition, some poor readers read too slowly, or lack fluency. As a result of their slow, labored reading, they often do not comprehend much of what they read, and the attention they have to give to figuring out the words keeps them from understanding the text messages.

All too often poor readers lack sufficient background knowledge about the topic of the text that make them confuse to comprehend the text. They may have trouble connecting the ideas of the text. They often are not familiar with the vocabulary they encounter, and have trouble determining word meanings. Further, even when poor readers possess the relevant background knowledge, they frequently are not able to activate to help them understand what they read.

Some poor readers also are unaware of text organization. They do not know enough about the organizational structure, especially when reading

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spoof text. The symptom is based on their teachers' data about the results of daily review (*Ulangan Harian/UH*) for spoof as the type of text; most of the students' score does not reach the minimum criteria of completeness (KKM).

Based on these phenomena, it is necessary to conduct a research entitled “The influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension at Islamic Senior High School Al Islam Rumbio”.

I.2 The Statement of the Problem

Based on the background of study above, it was realized that, the teachers just used a common way to teach reading text. However, some biases from the theories above were found in reading instruction. Based on preliminary research to the students at Islamic Senior High School Al Islam Rumbio, it was found some phenomena such as many students were not able to recognize the ways of writers in organizing their texts. They did not know many vocabularies. They did not know the different kinds of writer's text organizations although they have learnt to write different kinds of text genre since they were in Junior High School.

Besides, it was also found some students in Grade XI of Islamic Senior High School Al Islam Rumbio who could be categorized as poor readers; especially when reading spoof text. The symptom was based on their teachers' data about the results of daily review (*Ulangan Harian/UH*) for spoof as the type of text; most of the students' score does not reach the minimum criteria

of completeness (KKM). On the other hand, they still failed to understand the text well. In fact, reading was very important skill and should be mastered by the students in learning English.

The problems above that were investigated in this research, some questions were needed to address: what do the students fail to determine a topic in reading text? Why were they not able to find out the main idea in reading text? Why do the students fail to determine supporting details in reading text? Why do the students fail to determine inference in reading text? Why were they not able to find out generic structure in reading text? Why were they not able to recognize the way text to be organized, even though they have learnt to write different kinds of text genre since they were in junior high school? Why were they not able to read text with good comprehension? Why did the students not know what kind of text organization that writer use in writing spoof text? What factors made the students' vocabulary mastery still low? Have the teachers implemented the proper strategies in teaching vocabulary? What efforts should be made to improve students' vocabulary mastery? What strategy was suitable to improve students' vocabulary mastery? Did their mastery of writer's text organizations improve their reading comprehension achievement of spoof text? Did the writer's text organization influence students' reading comprehension? Did vocabulary mastery influence their reading comprehension? Did the writer's text organization and vocabulary mastery influence their reading comprehension?

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To solve the problem, teachers should create an appropriate situation in which learners can acquire vocabulary as much as possible through funny, attractive and interactive activities to achieve the reading comprehension. The summaries of the previous research showed that the teacher still found the problem in teaching reading. The teacher had difficulties to develop the students' reading comprehension. Even though, there were many techniques applied in teaching reading, the improvement of students' reading comprehension would be a phenomenon.

I.3 The Limitation of the Problem

Regarding to the time, ability, and fund to study the identified problems above, it was needed to limit the problems. As mentioned before, some of the problems were not all of students can read spoof text with good comprehension, and can understand how the writers organize the text. Therefore, the problem was limited on students' mastery of the writer's text organizations and vocabulary toward reading comprehension of spoof text. By this limitation, it was focused to study the influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text.

I.4 Purpose and Objective of the Study

The purpose of this study was to investigate the influence of students' mastery of writer's text organization and vocabulary toward their reading

comprehension at Islamic senior high school Al-Islam Rumbio. Specifically, the study is conducted to fulfill the following objectives :

- a. To determine the level of students' mastery of writer's text organization toward their reading comprehension in grade XI of Islamic Senior High School Al Islam Rumbio.
- b. To determine the level of students' mastery of vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio.
- c. To determine the level of students' mastery of writer's text organization and vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio.
- d. To determine the influence of students' mastery of writer's text organization toward their reading comprehension in grade XI of Islamic Senior High School Al Islam Rumbio.
- e. To determine the influence of students' mastery of vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio.
- f. To determine the influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio.

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1.5 Research Questions

To do this research, it was formulated the following research questions:

- a. To what extent is the level of students' mastery of writer's text organization toward their reading comprehension in grade XI of Islamic Senior High School Al Islam Rumbio?
- b. To what extent is the level of students' mastery of vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio?
- c. To what extent is the level of students' mastery of writer's text organization and vocabulary toward their reading comprehension in grade XI of Islamic senior High School Al Islam Rumbio?
- d. Is there any influence of students' mastery of writer's text organizations toward their reading comprehension in Grade XI of Islamic Senior High School Al Islam Rumbio?
- e. Is there any influence of the students' mastery of vocabulary toward their reading comprehension in Grade XI of Islamic Senior High School Al Islam Rumbio?
- f. Is there any influence of students' mastery of writer's text organizations and vocabulary toward their reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio?

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1.6 The Significance of the Research

This study was significant for several reasons, First, to increase the researcher's knowledge of writer's text organizations and reading comprehension and then shares the knowledge to others. Second, the study was to encourage the students' intrinsic motivation to understand writer's text organizations in order to improve their reading comprehension of spoof text. Third, the study was to provide valuable information for other English researchers about the relationship between students' mastery of the writer's text organizations and vocabulary toward their reading comprehension of spoof text. Fourth, the study was useful for English teachers in developing appropriate policies and plans for promoting the importance of mastering the writer's text organizations among the students. Fifth, It was also expected that the study gives meaningful learning experience to the students.

1.7 Rationale of the Study

Reading was one of the skills which should be mastered by the students. By mastering reading, the students can get knowledge, information, and comprehend the reading text easily. Pertaining to Hasibuan, reading is to gain information, knowledge and critique for the writer's idea and style, and reading can help the students to know about the type of the text and comprehend its content.

This research has been conducted to find out the influence of students' mastery of writer's text organization and vocabulary toward their reading

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comprehension of spoof text at Islamic senior high school Al Islam Rumbio. It was conducted in consideration of students' reading comprehension in which it is highly needed in fulfilling their academic tasks. If the students' reading comprehension is low, it will influence the students' learning not only the reading comprehension class but across all subjects. Therefore, finding an effective teaching strategy as one of the solutions in facing the students' problem becomes a high concern for all educators.

Rai (2007) states Student Team Achievement Division is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is to enhance good interaction among students, to improve positive attitude towards subject, to gain a better self-esteem, and finally to increase interpersonal skills especially on reading comprehension.

The choice of vocabulary instruction and acquisition as a topic of this study is based on a number of reasons. Vocabulary is arguably the foundation of mastering a language and its role has been claimed by Hammer, 1991, If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.

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1.8 Definition of the terms.

1. Mastery

Lewis (*WordWeb 5.00:2010*) defined the term mastery as “great skillfulness and knowledge of some subject or activity”. In this research, it was defined as students’ skillfulness and knowledge of writer’s text organizations.

1. Writer’s Text Organizations

Writers’ text organizations was the way of a writer in organizing ideas in order to make the readers easily comprehend the text. According to Carrasquillo et al. (2004:76) the common writer’s text organizations are described, sequence, compare and contrast, cause and effect, and problem and solution.

2. Vocabulary

Webster (1993:1116) defines vocabulary as a list of words, and phrases, usually arranged, explained, or defined. The word “mastery” refers to great skill or knowledge (oxford, 256).

3. Reading Comprehension

According to Guthrie, et al. (2004:12), reading comprehension is the process of learning from text where the reader interacts with the printed material to build new meanings. From this definition, the researcher defines reading comprehension in this research as students’ ability in constructing new meanings from the text through their interaction process with printed material or text.

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4. Spoof Text

Joko Priyana et al (2008:212) defines spoof text as a type of text that contains an unpredictable event which makes the story of the text funny. In this research, it is defined as a kind of texts, which has sense of humor.

