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## CHAPTER I INTRODUCTION

### I.1 Background of the Study

English has been recognized as an international language being used for many purposes around the globe. There are countries that treat this language as a second or foreign language and there are also countries where English is their first language. In Indonesia English is treated as a foreign language being learned from primary education to university. In secondary or high school level in particular, students are expected to master the four language skills, i.e. listening, speaking, reading and writing. Of the four skills, reading is the main skill through which other skills may be learned.

Phantharakphong & Pothitha (2014) state that English is important in ESL/EFL countries because it is a world language. People around the world use English language to communicate to each other. All four fundamental skills are used: listening, speaking, reading, and writing. All are important, including reading skill. Reading is important for a variety of reasons. For example, it is a vital skill in finding a good job, enriches thoughts, widens visions, and enhances knowledge.

Reading has an important role to make a successful learning since by reading, many people can get more knowledge. Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) view that reading is one of the pillars of language learning that plays a key role in successful academic performances. They also state that reading is of utmost necessity for learning

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because it is the basis for all knowledge. Rivers (1981) also adds that reading is the most important activity in language classes, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language.

Reading can make everybody know everything and what is going on in the world. By reading many sources such as books, magazines, newspapers, etc, people can gain knowledge and enrich their experiences. Many people can hold the world by reading. Park, (2005); May, (2010); Vacca, (2002) in Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) state that reading is a kind of interaction between the reader and the text which implies a degree of knowledge of the world, topics and target language. In addition, reading is one of the fundamental skills for academic success. Reading aids learners to learn, acquire knowledge and experience world. It is the skill of coordinating and constructing meaning through complex processes encompassing language, word reading, word knowledge and fluency.

The ability to comprehend a text is very important to have especially for the students who learn a language like English since most of the materials in English lesson are emphasized on reading comprehension. In the curriculum for senior high school students in Indonesia, reading texts are more dominant materials in English lesson. It can be seen from the syllabus of English lesson. The materials are mostly about reading comprehension. The materials of the students' lesson about reading text in the eleventh grade in senior high school are narrative, analytical exposition, report, hortatory exposition, and spoof. It means

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that the students will learn mostly about reading text. In addition, it can be seen that most of the materials or the topics discussed in students' text books and worksheets are about reading texts. Moreover, when people face an English test such as; semester test, final examination, the entrance test for university, the entrance test for jobs, TOEFL test, or other English tests, most of the questions are emphasized on reading texts. Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) state that it goes without saying that reading has become half of learners' educational studies. They also state that the problem of how to develop reading comprehension proficiency is one of the main concerns for learners of English as a foreign language and English teachers since reading is the major classroom activity in the public language education.

According to Brown (2003:187), several skills are needed to comprehend a reading text such as: main idea (topic), expressions /idioms /phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. It can be inferred that students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning. In other words, successful of reading comprehension is when the above items could be answered.

In fact, comprehending a reading text is not easy. More students still have problems in comprehending reading texts as well as answering it. Phantharakphong & Pothitha (2014) say that in Thailand, one of EFL countries,

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English language learning, especially reading skill, seems to be the biggest problem for students. The main reason is most of them find English difficult so that they lack of motivation in doing so. These problems cause Thai students have negative attitudes towards learning English and believe that learning English is very difficult for them.

Most of the students do not know how to answer reading questions. They lack of strategies and they do not know how to answer reading questions so that it makes them get difficulties in answering them. Mede (2010) in Phantharakphong & Pothitha (2014) claims that most of ESL/EFL learners have certain difficulties while reading English because they are not aware of the effective ways of reading and understand a text, which might cause resistance and affect their attitudes towards reading in English. On the other hand, Farrell (2001) adds that students could benefit from learning reading strategies. Hopkins and Mackay (1997) also find that good readers have more and varied reading strategies than poor readers.

Another reason why reading comprehension is difficult is because most of the students lack of grammar and vocabulary in comprehending a reading text. Vorhaus (1984) argues that L2 readers are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to understand the content. In order to perceive the author's ideas explicitly, readers often regard vocabulary as the most important component of the language, as well as the turning point of access to comprehension. The students want to know the meaning of every word in the text. Hayes, (1991); Kinzer, & Leu, (1995) suggest that

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knowledge of vocabulary is very important for helping students to understand the complex materials such as textbooks which contain many concepts and technical vocabulary.

Based on the preliminary study conducted at State Senior High School 1 (SMA Negeri 1) Siak Hulu, reading texts was presented by using a conventional method. Firstly, the students were asked to read the text. Secondly, the students were asked to find difficult words or directly translated the text in groups or in peers into Bahasa Indonesia. Thirdly, the students were asked to answer the questions given by the teacher. Then, the students were also asked to memorize the vocabulary in order to enrich their vocabulary. It means that English was taught conventionally at this school.

Besides teaching reading texts conventionally, the students also learnt how to understand or comprehend a text by using scanning and skimming strategies. Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) state that skimming and scanning and discourse marker are cognitive reading strategies which give learners the gist of the text, help them discuss the issues arising, and provide them with specific details of a topic and key expressions. But, these strategies are not sufficient to solve the students' problem in answering reading text.

The teacher had tried to do some efforts to improve students' ability in comprehending reading texts, but the teacher still lack strategies in teaching reading comprehension. Booth & Swartz (2004) state in Khoshbouie, M., Abdorrahimzadeh, S.J., Sorahi, M.A. (2014), it is found that using reading

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strategies facilitates reading comprehension and helps learners become more proficient and autonomous readers.

In conjunction with the above situations it was the fact that the students' competence in reading skill in SMAN 1 Siak Hulu was still low. It could be seen from students' scores after conducting reading test. The minimum standard score of English lesson of grade XI in SMAN 1 Siak Hulu was 75. In fact, when the teacher conducted the test after teaching reading texts, there were more students who could not answer the questions. As the result, more students could not reach the minimum standard score of English or KKM. It was because the students could not comprehend reading texts well, they did not know how to answer reading questions, and how to find out the answers in the texts. Most of the students were not able to identify the topics and the main idea of each paragraph and the specific information in the text. They were also unable to identify synonym, antonym, references, inferences, and the moral value of the texts.

Reading strategies are very important in comprehending reading texts. The teachers should use the strategies in teaching reading texts to the students in order to make them easier to comprehend the texts. The students also should know how to answer questions in reading texts. In otherwords, the students should use the strategies to deal with reading texts to make comprehension become easier. Mc.Namara (2007) states that reading strategies instruction is definitely very effectual for learners who show lack enough knowledge in reading, in addition to those with lower reading skills. Moreover, Bereiter and Bird (1985) argue that reading strategy instruction promotes reading comprehension and that the

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reason why students do not grasp texts and show poor reading performance is that they are not equipped with knowledge of strategies. May (2010) also says that students who receive appropriate training of reading strategies; they have better understanding of written texts. Through reading strategy used, learners can optimize their comprehension and understanding of passages. Rokhsari (2012) in Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) also states that the more successful readers are the more type of reading strategies they employ in terms of reading strategy used.

Concept Maps Strategy is one of the strategies that can be used in teaching reading comprehension in the classroom in order to improve students' ability in comprehending reading texts. Concept Maps Strategy represents a visual form of knowledge to make the knowledge become meaningful to the learners because the maps show the relationship among concepts. Concept Maps Strategy is a learning strategy that can be used to improve students' ability to help them become independent learners. Based on the previous research which was conducted by Tajeddin, Z & Tabatabaei, S. (2016), the result of their study showed that the intermediate proficiency learners could benefit from the Concept Maps Strategy accompanying the texts to improve the students' reading comprehension and recall of propositions. It may be reasonable to supplement reading materials with Concept Mapping. As an active reading process, Concept Maps Strategy stimulated readers to think more deeply about ideas in the texts because they must figure out the relationships between ideas and their textual organizations.

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Anticipation Guide Strategy is also one of the strategies that can be used in teaching reading texts. Roozkhoon, M., & Samani, E.R (2013) conducted a research by using Anticipation Guide Strategy. The result showed that Anticipation Guide Strategy gave a positive effect to Iranian EFL learners' comprehension of culturally unfamiliar texts. They also add that Anticipation Guide Strategy as a prereading strategy arise learners' curiosity and provides authentic environment in class. Moreover, they mention prereading strategy help students cooperate with each other during class discussion and this kind of cooperation can be useful for all aspects of their lives. In this strategy, the students learn to plan before starting to read. So, it is one way to instruct students to be responsible for their learning and become more active throughout the learning process.

Based on the explanation above, it was considered necessary to identify which strategy could give more significant effects to students' reading comprehension in this school by conducting a research entitled **“A Comparative Study Between the Effect of Using Concept Maps Strategy and Anticipation Guide Strategy on Students' Reading Comprehension at SMA Negeri 1 Siak Hulu”**.

## 1.2 Statement of the Problem

The problems in this research were identified as follows: the teacher lacked strategies in teaching reading. As the result, the students felt bored, they were not motivated and got difficulties to understand the texts. The students could



not identify the topics of the texts, the main idea of each paragraph, and the specific information in the texts. The students got difficulties in determining the references and inferences, synonyms and antonyms, and the students got difficulties to answer the questions related to the content of the texts.

Based on the problems above, some questions were needed to be addressed; Why did the students get difficulties in identifying the topics of the texts? Why did the students get difficulties in identifying the main idea of the paragraph? Why did the students get difficulties in identifying the specific informations in the texts? What made the students get difficulties in determining the references and inferences in the texts? Why did the students also get difficulties to find out synonyms and antonyms in the texts? Why did the students fail to comprehend the texts? Was Concept Map Strategy or Anticipation Guide Strategy able to overcome the students' problems in reading comprehension? Which of these strategies provided more benefits to the students in reading comprehension? King and Stanley (2004:8) say that there are five aspects in processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference.

Teacher's strategies did not really improve students' reading comprehension. Zoghi et al. (2010) suggest that EFL learners should learn reading strategies because effective strategies help EFL learners and especially poor readers construct the meaning of the texts. Thus, by using reading strategies, L2 poor readers can synthesize meaning and promote their comprehension.

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Roozhokhoon & Samani (2013) also view that readers can use different tactics as reading strategies to activate their background knowledge in order to comprehend the text better. Reading strategies are classified into three parts: prereading, during reading, and post reading strategies. To solve those problems, two strategies are suggested to be applied in teaching reading in the classroom.

Novak (1998) operationalizes constructivist learning theory by creating concept maps. "A concept maps are a schematic device for representing a set of concept meanings embedded in a framework of propositions." Concept Maps Strategy is a graphic tool for organizing and representing knowledge. It is used to classify information into a graphic form, create a visual representation of the concepts within the text, highlight the relationships between them and the text structure. A concept map normally includes concepts enclosed in circles or in boxes of different kinds. Lines and arrows are commonly implemented with words upon them to identify the relationships between concepts and propositions. The label for most concepts is a word, yet sometimes symbols are used. Propositions are statements about some objects or event in the universe, either naturally occurring or man-made.

Bell & Lee (2005) believe that learners can increase their prior knowledge and make interaction with the text to be read by using anticipation guide strategy. This strategy helps instructors to assess learners' previous knowledge. Also, if learners need more prior knowledge, their instructor can demonstrate this before reading. Merkley, D.J (1997) also says that Anticipation Guide Strategy is a comprehension strategy designed to encourage interactive

reading by requiring students to compare current beliefs and/or knowledge with text information. Anticipation Guide strategy consists of a series of statements in a forced response format. Students agree or disagree with each statement before reading, sharing reasons for their responses during prereading discussing.

### **1.3 Limitation of the Problem**

Based on the background and the statement of the problems above, this research investigated the effect of using Concept Maps Strategy and Anticipation Guide Strategy on students' reading comprehension at SMA Negeri 1 Siak Hulu. Since there were several kinds of English texts, Hortatory Exposition text was used in this study because these strategies were suitable to use for this type of text.

### **1.4 Purpose and Objectives of the Study**

The purpose of this study was to compare the effect of using Concept Maps Strategy and Anticipation Guide Strategy on students' reading comprehension at SMA Negeri 1 Siak Hulu.

Specifically, the study was done to fulfil the following objectives:

1. To determine a significant difference of students' reading comprehension pre-test mean scores between the experimental group 1 and the control group at SMA Negeri 1 Siak Hulu.
2. To determine a significant difference of students' reading comprehension pre-test mean scores between the experimental group 2 and the control group at SMA Negeri 1 Siak Hulu.

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3. To determine a significant difference of students' reading comprehension pre-test mean scores between the experimental group 1 and the experimental group 2 at SMA Negeri 1 Siak Hulu.
4. To determine a significant difference of students' reading comprehension pre-test and post-test mean scores of the experimental group 1 at SMA Negeri 1 Siak Hulu.
5. To determine a significant difference of students' reading comprehension pre-test and post-test mean scores of the experimental group 2 at SMA Negeri 1 Siak Hulu.
6. To determine a significant difference of students' reading comprehension pre-test and post-test mean scores of the control group at SMA Negeri 1 Siak Hulu.
7. To determine a significant difference of students' reading comprehension post-test mean scores between the experimental group 1 and the control group at SMA Negeri 1 Siak Hulu.
8. To determine a significant difference of students' reading comprehension post-test mean scores between the experimental group 2 and the control group at SMA Negeri 1 Siak Hulu.
9. To determine a significant difference of students' reading comprehension post-test mean scores between the experimental group 1 and the experimental group 2 at SMA Negeri 1 Siak Hulu.

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## 1.5 Research Questions

Based on the objectives above, the research questions were formulated as follows:

1. Is there any significant difference of students' reading comprehension pre-test mean scores between the experimental group 1 and the control group at SMA Negeri 1 Siak Hulu?
2. Is there any significant difference of students' reading comprehension pre-test mean scores between the experimental group 2 and the control group at SMA Negeri 1 Siak Hulu?
3. Is there any significant difference of students' reading comprehension pre-test mean scores between the experimental group 1 and the experimental group 2 at SMA Negeri 1 Siak Hulu?
4. Is there any significant difference of students' reading comprehension pre-test and post-test mean scores of the experimental group 1 at SMA Negeri 1 Siak Hulu?
5. Is there any significant difference of students' reading comprehension pre-test and post-test mean scores of the experimental group 2 at SMA Negeri 1 Siak Hulu?
6. Is there any significant difference of students' reading comprehension pre-test and post-test mean scores of the control group at SMA Negeri 1 Siak Hulu?
7. Is there any significant difference of students' reading comprehension post-test mean scores between the experimental group 1 and the control group at SMA Negeri 1 Siak Hulu?

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8. Is there any significant difference of students' reading comprehension post-test mean scores between the experimental group 2 and the control group at SMA Negeri 1 Siak Hulu?
9. Is there any significant difference of students' reading comprehension post-test mean scores between the experimental group 1 and the experimental group 2 at SMA Negeri 1 Siak Hulu?

### **1.6 Significance of the Study**

This study was conducted because there were many demands or necessity on English proficiency. Such as; the increasing of students' standard score for English lesson in the school, the need to comprehend the texts in order to improve students' achievement, and the need to improve teachers' knowledge and ability in using some strategies in teaching and learning process in order to make the learning become easier, faster, and enjoyable. It is hoped that this study can enrich the teachers' strategies in teaching reading comprehension. Moreover, this study hopefully will give the contribution to EFL teaching and learning process. This study is also as one of the efforts to improve the quality of the school by improving the students' achievement.

For the students, it is hoped that this study can help them to solve their problems in comprehending reading texts by using these strategies. This study will help the students to identify the topics, identify the main idea of each paragraph, find the specific informations in the texts, synonym and antonym, references, inferences, and the message of the texts. It is also hoped these

strategies can motivate the students in studying and help them to control how they learn reading comprehension. Hopefully, this study will be able to improve the students' achievement in reading expository text, and also to encourage them to be more active by using Concept Maps and Anticipation Guide Strategies.

This study is not only for the students' needs, but also for the teachers' needs. It will help the teachers to conduct teaching and learning process in the classroom, especially in teaching expository text. It is hoped that the teachers as the designers in teaching and learning process are able to develop their knowledge and creativity in teaching reading. This study also can be one of the teachers' references in teaching reading comprehension so that the teachers will know some strategies that can be used in teaching reading. In addition, the teacher can identify which strategies can give significant effects to gain the students' achievement in comprehending texts.

For further research, It is expected that this study will generate EFL/ TESL research in the future. Finally, this study can be used as the references for the future researchers in conducting similar research.

### **I.7 Rationale of the Study**

It is not easy to make a successful teaching and learning process in the classroom. It depends on the teachers' efforts and motivation. One of the teachers' efforts is teaching the students by using Concept Map Strategy and Anticipation Guide Strategy so that the learners can easily understand what the teacher gives them in teaching activities. These strategies can be useful not only for teachers but

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also for students in teaching and learning process. So, by using Concept Map Strategy and Anticipation Guide Strategy, hopefully it can improve the students reading comprehension ability.

Pulido (2004) in Mirzaei (2010) indicates that teaching poor readers when and how to use reading comprehension strategies will help them to become more successful and independent readers and will bring them closer to their reading abilities to become better skilled readers.

### **I.8 Definition of Terms**

1. Reading Comprehension is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan, 2003:68).
2. Concept Maps Strategy is a graphic tool for organizing and representing knowledge. It is used to classify information into a graphic form, create a visual representation of the concepts within the text, highlight the relationships between them and the text structure (Strum & Rankin – Erickson, 2002).
3. Anticipation Guide Strategy is a comprehension strategy designed to encourage interactive reading by requiring students to compare current beliefs and/or knowledge with text information.
4. Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or the readers that something should or should not happen or be done. (Priyana, Joko et al., 2008)

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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.