

I. INTRODUCTION

This chapter discusses certain points; introduction deals with background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

1.1 Background of the Problem

English plays an important role in this globalization era. As international language, English is used in almost all of the fields over the world. Moreover, the function and the role of English spread out more and more because English is used in many reference books of science, technology and commerce. As the effect, it creates a whole mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce.

Based on the importance of English above, it is logical that Indonesian government urges its people to master English in order to be able to absorb science and technology and to play the important role in international commerce. That is why; Indonesian government has decided English to be compulsory

subject taught at formal education settings, from elementary school at grade four up to university level in Indonesia.

The students are expected to have language skills in English. One of the important skills is reading. Reading is one of the important skills required by the students when learning language especially English because it dominates the teaching materials in almost English textbooks based on the reason that students are expected to get information for increasing their knowledge which is mostly written in English.

According to School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for the first grade of Senior High School, the students are expected to be able to construct meaning from text. Basically it is same as comprehend the stated and unstated information from a text. Students have to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well as understanding the vocabulary in the text.

In addition, on the Passing Grades Standard (*Standar Kompetensi Kelulusan/SKL*) of Senior High School for reading skill is stated that the students should be able to identify the main idea, explicit and implicit specific information, reference, the words meaning, phrase, and sentence of short simple text. It can be said that after graduated from Senior High School, students are expected to be good in reading, able to comprehend the simple text and to construct better understanding toward the content of the text before they continue their study to the higher level.

However, according to the interview to the English teacher of SMAN 1 Kalianda in class X1, X2, X3, X4, and observation done by the researcher, he found that there were many students still got difficulties in comprehending passages. When reading English, students tend to focus on the difficult word rather than on the entire text, and they are tired of opening their dictionaries to find out the meaning of unfamiliar words they found on the text. Opening dictionary frequently shows that students have inadequate range of vocabulary to understand the text.

Many students still got low score in their reading comprehension achievement. It is supported by the data of semester test got from the English teacher. There were only 62 students from 160 students who could passed the standard mastery learning; it means only 38.75% students who could answer the question in reading to the passages correctly. The minimum standard score of that school is 65.

Table 1 Student's reading score

Number of students	Score	Percentage
98	≤ 65	61.25%
62	≥ 65	38.75%

Considering that more than 50% students who could not passed the minimum standard score, the researcher concluded that students still have difficulty in comprehending the idea in reading a text. It is also supported by the research that is done in SMAN 1 Kalianda by Irsani (2009) conducted research found that students there had difficulty in comprehending reading texts. Some factors that cause the students difficulties in reading comprehension which she found in her research, are: (1) lack of motivation, (2) insufficient English skill that can support the reading comprehension; reading, writing, speaking, and listening, (3)

difficulties in finding the main idea and its detail information, (4) lack of background knowledge, (5) lack of vocabulary mastery, and (6) ignoring reading technique.

In classrooms, teaching-learning of English, especially in reading lesson, often appears monotonous and boring. It still depends primarily on media such as a textbook, a workbook, a reader book, or a reference book. Teaching-learning, which should be interesting and enjoyable remains tend to be boring for the students. Teacher only brings materials that are stated in the textbook or guidance book.

Seeing this fact, teaching English reading absolutely requires the teachers to be aware that they must provide effective and applicable technique for their students. They must invent potential problems that arise during the reading classroom instruction and put an effort to find or by themselves create the effective techniques that are important to develop students' reading comprehension. It is also urgent to create good condition related to students' motivation in reading, so that reading class can be more meaningful and enjoyable. By doing those way, teacher can attract the students interest in reading so that it can help students to improve their achievement on reading comprehension of English text.

Furthermore, most of the students are visual learner. They will interested to the text or learning material that consist of picture or other non verbal information such as diagram, tables, graphs, graphic, etc. Based on this reason, the researcher

is interested to apply graphic organizer technique in teaching reading comprehension in the classroom activity by the reason that graphic organizer can attract the students' interest in reading comprehension and graphic organizer can be used as visual aids help students to turn the abstract concept of the text into the concrete visual representation of the text that provide students with a general overview of information, show patterns, highlight main ideas, and organize supporting facts in the form of diagram, graphic, line, etc. It is also helpful study guidance for all students, but they are especially beneficial for students those who are visual learners.

Graphic organizer is basically visual way to represent information on the text. It illustrates concepts and relationships between concepts in a text or using diagrams. Most commonly, it employs lines, circles, and boxes to form images which depict four common ways information is typically organized, they are: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These images serve as visual cues designed to facilitate communication and/or understand the information by showing how essential information about a topic is organized.

Regarding all the aforementioned above, the researcher assumes that graphic organizer can be used as the effective technique to improve students reading comprehension ability. Therefore, the researcher tries to find out whether graphic organizes is effective to improve the students' reading comprehension of English text.

1.2 Identification of the Problems

In reference to the background of the problem previously presented, the following problems can be formulated as follows:

- a. Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the detail information, and finding the main ideas.
- b. Students do not have sufficient vocabulary mastery to comprehend the text.
- c. Students do not have sufficient English skills which make them lazy to read the text.
- d. Students' motivations in learning English are still low. So, it is difficult to improve their English ability well.
- e. Teacher uses inappropriate media in teaching reading. Thus, it is difficult to attract students' interest to read English text and the students feel discouraged and bored to read English text.
- f. Teacher uses inappropriate technique in teaching English. So, it is difficult in helping students in reading comprehension.

1.3 Limitation of the Problems

Based on the identification of the problems above, the researcher limits the problems only on the students' difficulties in comprehending English reading text and the technique used by the teacher in teaching reading. As the solution to overcome their difficulties, the researcher is interested in discussing teaching technique which is regarded to be effective in helping students in building their

background knowledge and give them the concrete illustration of the text that make it easier for the students to comprehend the text.

1.4 Formulation the Problems

In accordance with the limitation of the problems above, the formulation of the research problem is as follows:

1. Is there any significant difference in the improvement of students reading comprehension achievement of English recount text between students taught through Graphic Organizer and those who taught through Translation Method?
2. Which technique is more effective in improving students' reading comprehension achievement of English recount text?

1.5 Objectives of the Research

In relation with the formulation of the problems above, the objectives of the research are:

1. To find out whether there is significant difference in the improvement of students reading comprehension achievement of English recount text between students taught through Graphic Organizer and those who taught through Translation Method.
2. To find out which technique is more effective in improving students' reading comprehension achievement of English recount text.

1.6 Uses of the Research

It is hoped that the uses of the research are:

1. Theoretically, the result of this research is expected to support the existing theory on reading strategies and to give useful information for English teachers, students, and for the development of the theory on teaching reading.
2. Practically, this study can function as information to English teachers that graphic organizer can be used to help students in improving their reading comprehension achievement and understanding English text easily.

1.7 Scope of the Research

This research focused on the improvement of students' reading comprehension achievement by implementing graphic organizer technique. The researcher conducted this research in the first grade of SMA Negeri 1 Kalianda. This was because the first grade of SMA students had already learned about basic structure, vocabulary and reading comprehension in the junior high school. The text used as the material in this research was recount text covered in the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for the first grade of SMA students

1.8 Definition of Terms

1. *Reading comprehension* refers to an activity of understanding printed text through making sense a written text by relating written language to what we already know and to what we want to know.
2. *Graphic organizer* is visual way to represent information on the text. It illustrates concepts and relationships between concepts in a text or using diagrams. In addition, it employs lines, circles, and boxes to form images which depict four common ways information is typically organized: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These images serve as visual cues designed to facilitate communication and/or understanding of information by showing how essential information about a topic is organized.
3. *Recount text* is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.