

## **I. INTRODUCTION**

This chapter concerns certain points. Introduction deals with background of the problem, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1 Background of Problem**

Transferring new modern science, technology, and information can be done through reading process. Almost at all of Senior High School, applying teaching reading has less the effectiveness so the students feel boring in reading process. This problem is also happened at SMAN 1 Natar. The reading skill becomes very important in the education field, and reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. Based on this statement the researcher considers that reading is a very important skill in order to increase our knowledge and our way of thinking.

There are four skills of language to be mastered in learning English. They are listening, speaking, reading, and writing. Regarding the reason that the students are expected to read and to get information for increasing their knowledge that is mostly written in English, reading dominates the teaching materials in almost English textbook.

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 the same as comprehending the stated and unstated information from a text.

In addition, on the Passing Grades Standard (*Standard 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 word meaning, phrase, and sentence of short simple text. It can be said that after graduating 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.

Many students at SMAN 1 Natar still get low score in their reading comprehension achievement. It is supported by the data of semester test the English teacher from recent examination test. There are only 93 students from 288 students who can pass the standard mastery learning. It means that only 32.29 % students who can answer the question correctly and there is 61.25% students who cannot answer the question correctly. The minimum standard score of SMAN 1 Natar is 65. It means that there are more than 50% students of class XI-1 SMAN 1 Natar who cannot pass minimum standard score, the researcher argues that student still have difficulty in comprehending the idea in reading a text. Some factors that may cause the students difficulties in reading comprehension 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 opinion, teachers are required to provide effective and applicable technique for their students. They must invent potential problems that arise during the reading classroom instruction and put some efforts to find or create the effective techniques that are important to improving students' reading comprehension achievement. 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 ways, 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. According to Meyen, Vergason and Whelan (1996) graphic organizer is "visual displays teachers use to organize information in a manner that makes information easier to understand and learn" (p.132). They will be 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 in teaching reading comprehension. Classroom activities that encourage interaction with texts, like graphic organizer, may improve students' reading comprehension. Graphic organizer is basically visual ways to represent information. Graphic organizer helps the readers to visualize the main concept of what they are reading, thus, graphic organizer ease the readers comprehend the text.

The graphic organizer can be used to improve anyone's learning ability in any kinds of texts, and the kinds of graphic organizer itself is unlimited. Anyone can create a new kind of graphic organizer anytime. One common trait finds among graphic organizer is that they show the order and the completeness of a students' thought process-strengths and weakness of understanding become clearly evident. The use of graphic organizer helps students comprehend better and students' master key vocabulary skills and also students' critical thinking skills are enhanced.

Regarding all the aforementioned above, the researcher assumes that graphic organizer is a teaching reading technique that can be used as an alternative way in teaching students' reading comprehension. Therefore, the researcher tries to find out whether there is any significant improvement of students' reading comprehension achievement through implementing graphic organizer or not and to find out whether graphic organizer is effective to improvement the students' reading comprehension of English text.

## **1.2 Identification of Problems**

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the main idea, finding the details, the answer to the questions based on the text and making inference from the text. As the results the students got difficulties in retelling or in transferring the information from the text.
2. The students are not aware of the appropriate technique of reading which are needed to be applied in various types of text they interact. During learning process, they only apply same technique for all types of reading texts. The result is that they do not have ideas in their mind of their reading
3. The students get difficulties in comprehending English text because there may be some misunderstandings from students and their English teacher in the teaching learning interaction.
4. The students' motivations in learning English are still low. So it is difficult to improve their English ability well.
5. The students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.
6. The teachers use inappropriate materials in teaching English. So it is difficult for students to improve their English ability well.
7. The teachers use inappropriate media in teaching English. So it is difficult in helping students understand reading comprehension easier.

8. The students are lazy to memorize the words and practice English in their daily life. So they cannot use English well.

### **1.3 Limitation of Problems**

In line with the identification of the problems, the researcher realizes her capability in doing her research. 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 construct their schemata and give them the concrete illustration of the text that make it easier for the students to comprehend the text.

### **1.4 Formulation of Problems**

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

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

### **1.5 Objectives of Research**

In relation to the research problems above, the objectives of this research are:

1. To find out whether there is difference in the improvement of students reading comprehension achievement of English narrative text between students taught through Graphic Organizer and those who are taught through Literal Translation technique.

2. To find out which technique is more effective in improving students' reading comprehension achievement of English narrative text.

### **1.6 Uses of Research**

The results of this study are expected to be beneficial both theoretically and practically as follows:

#### **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 focuses on the improvement of students' reading comprehension achievement by comparing graphic organizer and literal translation. The focused type of graphic organizer researcher used is story map. This type is recommended to help students in reading comprehension achievement of narrative text by emphasizing text structures. The reading comprehension here is involving achievement of identifying the main idea, specification information, vocabulary, inference, and reference. The text used as the material in this research is narrative 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 a visual cue designed for student to gather information, to generate and develop ideas of text, to establish cause and effect, to think logically and to seek patterns, and to form opinions about text.
3. *Narrative text* is one of the texts that contain a series of events that is created in a constructive format that describes a sequence of fictional or non-fictional events. The purpose of narrative text is to amuse the readers with actual or imaginary experiences in difference ways.