

CHAPTER I

INTRODUCTION

1.1 Background of Study

English has 4 skills, there are listening, speaking, reading, and writing. Every skill is important to mastering. But the most important to master English skill is reading. Reading is the receptive skill in the written mode. The goal of reading comprehension is students will increase in the use of cognitive strategies to build knowledge from text. Evidence of strategy use will be based on frequency, appropriateness and effectiveness of the use of strategies, and the complexity of texts to which strategies are applied. The strategy of the teacher to explain about reading comprehension is important and gives the effect in student's skill. If the teacher gives the interesting strategies, it makes the students like reading and can develop their skill. If the students can master reading comprehension, they can master speaking and vocabulary too, because they can improve about the vocabulary from the text.

Reading is the important one for every people, from child until adult. In reading we can develop our knowledge, we do not know before, so we can know after we have reading. Beside that reading can give us information, reading as the problem solving if we have some problem. The important of reading comprehension is what one reads is make successful in school. The students can understand about the context of the word in individual sentence, and also understand about the multiple concept of reading when reading longer passages. Reading without comprehension is also like listening to a person talking to you without understanding what she or she actually

wants to convey. Students learn to read and understand what they are reading so that they will not find it difficult to learn various things in future and throughout their life. The important of reading comprehension are learning to comprehend what are reading makes life easier, reading comprehension give students foundation in learning process, increase their vocabulary knowledge which is strongly needed in reading comprehension, help the students make some prediction and make clarification on difficult or confusing part of the text, help them connect what they are reading to their life experiences or their previous knowledge.

Mastering reading comprehension is not easy, but there are some strategies for mastering reading comprehension. Based on the NRP (National Reading Panel) there are eight strategies to mastering reading comprehension, those are:

1. Comprehension monitoring in which the reader learns how to be aware or conscious of his or her understanding during reading and learns procedures to deal with problems in understanding as they arise.
2. Cooperative learning in which readers work together to learn strategies in the context of reading.
3. Graphic and semantic organizers which allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie the words in the text.
4. Story structure from which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, maps out the time line, characters, and events in stories.

5. Question answering in which the reader answers questions posed by the teacher and is given feedback on the correctness.
6. Question generation in which the reader asks himself or herself why, when, where, why, what will happen, how, and who questions.
7. Summarization in which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole.
8. Multiple strategy instruction in which the reader uses several of the procedures in interaction with the teacher over the text. Multiple-strategy teaching is effective when the procedures are used flexibly and appropriately by the reader or the teacher in naturalistic contexts.

There are many ways to master reading comprehension, such as using graphic organizer. The student will interest about reading if the teacher give the interesting way to explain. Graphic organizer is the modeling to give the information of the text with some graphic. There are many kinds of graphic organizer. We can mastering about reading comprehension with graphic organizer, because graphic organizer the students fill the blank in the some graphic after the teacher give the instruction. If the teacher can't give or not give the instruction to the students, graphic organizer can't be effective for the students, because the students can't understand what they should do. Relation between graphic organizer and reading comprehension is help students construct the meaning by using graphic. Based on the Boyle&Wishaar, 1997 Graphic

organizers can successfully improve learning when there is a substantive instructional context such as explicit instruction incorporating teacher modeling, most successful interventions minimally include a teacher introduction describing the purpose of the graphic organizer and setting the reading purpose. Graphic organizers include semantic maps, semantic feature analysis, cognitive maps, story maps, framed outlines, and Venn diagrams. The purpose of using graphic organizer is to make the students understand about the text which they have read, make the student interested to read. By using graphic organizers, hope to facilitate the students' understanding of the text through visual depictions of key terms and concepts and the relationships among them (Simmons, Griffin, & Kame'enui, 1988).

In this study the researcher found some cases in eighth grade at SMP Islamic Qon, there are: students are interested with reading, but they cannot classify about the text clearly because they cannot understand well about some text. So in this study the researcher wants to observe about the students' reading skill by using graphic organizer, may it make the students can classify part of the text such as main idea, character of story and etc, students can understand about some text after classifying the text. Now in eighth grade at SMP Islamic Qon study about short functional text such as short message, announcement, invitation. In that school the teacher usually uses graphic organizer to explain about the material, to classify the information about some text. The teacher giving the explanation to the students make that graphic interesting and different. So the students interested with reading. Based on the theory of the graphic organizer the teacher using some types to explain about the material of reading and giving the worksheet to the students. According to National Reading Panel (2000)

in the United States declared that Graphic organizer is one of the seven most effective teaching strategies for reading comprehension. So that's why the researcher wants to observe and find the effectiveness of graphic organizer in reading comprehension.

From the description above the researcher is interested and called to arrange the thesis by the title "*The effectiveness of using graphic organizer in reading comprehension at SMP ISLAMIC QON GKB MANYAR GRESIK*"

1.2 Research Questions

Related to the background knowledge of the study, the problem statements are:

1. How is the effectiveness of using graphic organizer for reading comprehension?
2. How is the student's response in reading comprehension by using graphic organizer?

1.3 Purpose of the Study

The purpose of the study tries to find out the answer of the problem that has been stated on the research question. This project is intended to know the effectiveness of using graphic organizer in reading comprehension for eight grade students in SMP ISLAMIC QON GKB MANYAR GRESIK.

1.4 Significance of the Study

Several significances can be taken from this study which is beneficial for the teacher, students, and other researchers. For the teacher is they can study about this strategy for explain to the students. For other researchers, this study could be a good reference to develop other researchers about motivation in learning English.

The result of this study is expected to know what the effectiveness using graphic organizer in reading comprehension for eight grade students in SMP ISLAMIC QON GKB MANYAR GRESIK.

1.5 Scope and Limitation of the Study

The researcher want to investigate is there any effectiveness of using some type of graphic organizer in reading comprehension.

1.6 Definition of Key Term

In this study, it is important to know the definitions of related terms in order to make this study clearer. The definitions of the related terms in this study are stated as follow.

1.6.1 Reading Comprehension

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. : Students will increase in the use of cognitive strategies to build knowledge from text. Evidence of strategy use will be based on frequency, appropriateness and effectiveness of the use of strategies, and the complexity of texts to which strategies are applied.

1.6.2 Graphic Organizer

Graphic organizers are instrument of representation, illustration and modeling of information in visuals or graphics form that use to achieve a meaningful learning.

Graphic organizer is a strategy that “embraces a variety of strategies design to display graphically information with categories related to central topic” (Jhonson 2001), based on graphic organizer is a presentation of knowledge structure depicting key ideas and their relationship pattern in an organized pattern. (Bromey et al., 1999).

1.6.3 Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has intended or expected outcome, or produces a deep. Fraser (1994, p.104) effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve ‘easy’, low-standart goals. In other words, quality in higher education cannot only be a question of achievements ‘outputs’ but must also ivolve judgements about the goals (part of ‘inputs’)