CHAPTER I

INTRODUCTION

The first chapter discusses about the introduction of the study. It consists of some parts, namely background of the study, question of the study, objective of the study, hypotheses of the study, scope and limitation of the study, the significance of the study and definition of key terms.

A. Background of The Study

Reading comprehension is the process of bringing out and drawing up the meaning through interaction and involving written text (Snow, 2002). Furthermore, Tang et al., (2019) also defined that reading comprehension is the ability of gaining understanding after reading. It can be concluded that reading comprehension is the ability to get the understanding of the text through processing the written text then connecting it with the prior knowledge had by reader. Moreover, the purpose of reading comprehension is to get a good fundamental of comprehension like doing reading activity to get understanding by keeping students to focus on the main idea and analyze the text (Grabe, 2014). Therefore, reading comprehension should be had by English learners who learn and deepen their comprehension in reading because the goal of reading is the comprehension in the text.

Teaching reading comprehension is the process of transferring knowledge and managing the classroom conditions that handled by teacher to help students get the comprehension of reading. Teacher has prominent role to manage the process of teaching reading comprehension. In teaching reading, teacher has a role to facilitate students by creating creative strategies in order to improve students' reading comprehension and to make them interested in reading activity (Oktaviana and

Aminin, 2021). Therefore, the role of teacher cannot be ignored because it can give good impact on students' improvement in reading comprehension.

In teaching and learning process always needs a curriculum to manage it and create good quality of education. Merdeka curriculum is a curriculum that currently developed to create better quality of education system in Indonesia by implementing the contextual, creative, and inclusive approach. Merdeka curriculum has a focus on student centered learning model. The target of merdeka curriculum is to develop potential, character, and moral of students. Merdeka curriculum is developed according to student's needs and it is expected to solve the problems faced during teaching and learning process. According to the KEMENDIKBUD decree 008/H/KR/2022, each level of education in the merdeka curriculum has learning outcomes adjusted to each phase and suggested the genre-based approach to teach English.

Genre based approach is the teaching approach that focused on using the genre of text and the purpose of each genre in real life, thus the analyzing process will focus more on the whole text rather than sentence by sentence (Lin, 2006). Genre based approach is the theory of language that focused on analyzing relationship between the fact and the content used, how language is used and be purposeful in social context (Derewianka, 2003). Additionally, applying genre-based approach in language teaching essentially for understanding texts will bring many benefits. For example, this approach can increase students' motivation to participate actively in achieving learning goals. However, this approach will not change the teacher's position to become the center of students' communicative practice (Hyland, 2003). It can be said genre-based approach is the approach of teaching and learning process

by connecting some types of text used with social purposes. It aims to help students understand the material easier by connecting it with the real occurrence in social life; therefore, students are also expected to be able apply their knowledges into their social lifes.

Genre based approach is used in merdeka curriculum has four steps. Hammond (1992) as cited in KEMENDIKBUD decree 008/H/KR/2022 classified the steps become four steps. There are Building Knowledge of Field (BkoF), Modelling of Text (MoT), Join Construction of Text (JcoT), and Independent Construction of Text (ICoT). Genre based approach has the genre of the text used in teaching English. In addition, the learning outcomes stated in KEMENDIKBUD decree 008/H/KR/2022 declared that there are several text genres and text types that can be used to teach English in high school, such as narrative, descriptive, procedure, exposition, argumentation, recount, report, discussion and authentic text.

This study will focus on using recount text in teaching reading comprehension for 10th grade's students in high school. Recount text is one of types text of genre-based approach that explains about something happened in the past. Recount text is a type of texts that retells about something happened in the past and it has a aim to describe what has happened (Anderson and Anderson,1997). The aim of recount text is to inform the past events or to entertain. There are three generic structures of recount text; they are orientation, events, and re-orientation. The language features of recount text are using simple past tense, causal connectives, and time connectives.

The problem that obtained by almost Indonesian students in learning reading is that they cannot understand the context of the text. It can be affected of some

factors like students rarely practice their reading since English subject only taught once or twice a week, students do not have enough vocabulary mastery, and teaching strategy used by teacher that is less appropriate with students' needs. The difficulties of reading comprehension are students have lack of vocabulary; they do not have enough prior knowledge, rarely practice their reading, and have less interest of reading activity (Davoudi & Yousefi, 2015). Therefore, achieving the goals of reading comprehension is not easy, and those problems can disturb teaching and learning process.

There are many strategies that can be implemented to solve the problems in teaching reading comprehension. The strategy used in teaching and learning process should be adapted to the students' needs. Reading strategy can help students to enhance their reading ability and learn more effectively (Whorter and Kathleen, 1983). Some reading strategies that can be implemented in enhancing reading comprehension are skimming, scanning, guessing, silent reading, and graphic organizer (Brown, 1994). This study will apply Graphic organizer strategy to solve the problem of reading comprehension.

Graphic organizer strategy is teaching strategy that used a graphic organizer as a media to help students draw the information into a graphic, and categorize it based on the structure of the text. Olszak (2014) stated that graphic organizer is visual methods for generating and displaying ideas from text. This can be table, diagram, organizer, or web. In addition, according to Judith (2006), graphic organizers are visual and graphic representations of the relationships between ideas and concepts. Graphic organizer strategy can help student understand the detail information by making a graphic. The researcher will apply this strategy in teaching recount text.

Some researchers have been conducted the research that had relevant topic with this present research. There is the research conducted by Damayanti (2019) that focused on implementing graphic organizer to teach Extensive Reading on Nonfiction. Another previous study was conducted by Sari et al (2019) which had the research objective to describe the process of improving students' reading comprehension of narrative text through graphic organizer strategy in SMP Regina Pacis Surakarta. Moreover, Sidik et al (2019) also conducted research that has relevant topic with this present research to find out the improvement on students' reading comprehension by using graphic organizer strategy.

There are similarities and differences that obtained by present researcher. Three previous studies discussed the same topic with present study; it is reading comprehension and graphic organizer strategy. Research design used by previous studies was also various. Two previous studies used Class Action Research (CAR), one previous study used qualitative study. Moreover, the text used by previous studies were also various like used descriptive text, narrative text, spoof text, and non-fiction text, meanwhile this present study used quantitative research method and the text used was recount text. All of previous studies conducted the research about graphic organizer strategy that have same topic with present study. However, in different way the present study used graphic organizer strategy as teaching strategy in the implementation of Merdeka curriculum that used genre-based approach as teaching approach. The objective of this present study is to verify **"The Effectiveness of Using Graphic Organizer Strategy to Enhance Students' Reading Comprehension"**.

B. Question of The Study

This research is carried out based on the research question:

"Is the graphic organizer strategy effective to enhance students' reading comprehension?"

C. Objective of The Study

The objective of this study is to verify the effectiveness of using graphic organizer strategy in enhancing students' reading comprehension.

D. Hypotheses of The Study

Based on the objective of the study, this research wants to know the effectiveness of using graphic organizer strategy to enhance students' reading comprehension in MAN 2 Kediri. Thus, the researcher builds the hypothesis to make purpose of this study. The hypothesis of this study is:

1. The null hypothesis (Ho)

    There is no significance difference between students who are taught by using graphic organizer strategy and those who are taught by using skimming strategy.

2. The alternative hypothesis (Ha)

    There is significance difference between students who are taught by using graphic organizer strategy and those who are taught by using skimming strategy.

E. Scope and Limitations of The Study

The scope of this study is investigating graphic organizer strategy in teaching reading comprehension, and the limitation of this study is using recount text and

genre-based approach as the approach of teaching while conducting graphic organizer strategy.

F. Significances of The Study

1. Theoretically

    Hopefully, the research will give new insight to develop teaching strategy, especially in enhancing reading comprehension.

2. Practically

    a) For teacher

    This research can be used as new insight about teaching strategy that can be applied by the teachers as the alternative of their teaching strategy.

    b) For students.

    This research provides information on how to overcome students' reading comprehension problems faced during learning process such as to ease students on identifying the generic structure, language features, social function, main ideas, detail information and implied meanings of the text.

    c) For future researchers

    The findings of this research are expected to benefit future researchers who wish to investigate the implementation graphic organizer strategy in different text or skills.

G. Definition of Key terms

1. Reading Comprehension

   Reading comprehension is the ability to understand the content of a reading text, the process of combining the reader's prior knowledge and the text to gain an understanding of the text.

2. Graphic Organizer Strategy

   Graphic organizer strategy is teaching strategy that used a graphic organizer as a media to help students draw the information into a graphic, and categorize it based on the important points of the text.

3. Recount text

   Definition

   Recount text is the text that talks about something or events happened in the past and have purpose for informing and entertaining.

   Generic Structures

   1. Orientation: background information about who, where, and when the story happened.

   2. Events: series of activities that tell what happened with chronological order.

   3. Re-orientation: summary of the story that happened

   Language Features

   1. Using simple past tense

   2. Using causal connectives

   3. Using time connectives

   Social function

The social function of recount text is to to retell events for the purpose of informing and entertaining.