CHAPTER 1
INTRODUCTION

A. Background of the Research

Reading is an activity to understand, to interpret, and to recall the conceptual matters in the text based on our analysis in mind. It involves vision, eye movement, inner talk in heart, memory, and existing knowledge. According to Tarigan (1994: 7), reading is a process to do and to use by an individual to obtain the information delivered by a writer in a form of written graphs. The main purpose of reading is to get information, covering the content and the meaning it signals. Meanwhile, Tampubalon (1987: 6) explains further that due to the information packed in written language, the cognitive process dominates the reading activities. In other words, reading is a way to construct the logic power.

Based on some arguments above, it can be said that reading is an activity involving vision, memory, and understanding. It includes physical and psychological processes which need to lead a critical and creative thinking. Thus, critical part is on the way the brain relates the words with the meaning, and connects the meaning into others to construct a reasonable concept. Meanwhile, creative part is the competence of the logics to understand new concepts and even to create a new thought relating to the phenomenon it copes in the reading process. From this aspect, reading is not only a receptive...
process but also a productive process. Such a dialectic of reception and production makes reading activity preoccupative.

According to Kustaryo in Esti (1988: 1), reading is one of the most important skills in learning language besides listening, speaking and writing. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language. It is a cornerstone for a child’s success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students are given reading subject matter. In reading, the students are expected to have a competence of comprehending and understanding the text.

The reading learning at school is very important. Reading in learning English is a part to enhance students’ mastery on English vocabulary and various grammatical constructions. Such mastery is sometimes an unconscious process out of the information gathering activity. In MTs, the students have to read some Procedure texts. Procedure text is the most familiar text for MTs student because many things in the job activity use procedure text to explain how to make or do thing.

Procedure text is a text describing how to make something through a sequence of processes, actions, steps or how to do something (Hartono, 2005: 5).

However, many researches show that the teachers do not use any effective strategy in reading. They found that the strategies of teacher in
teaching reading are not effective because they read the text with a conventional way. In this case, more reading will mean more chances for the competence. However, the problem is that the students do not understand what they read. This way will avoid the reading enjoyment. It will not lead into the information gathering nor give the language mastery.

From an observation and pre-interview with the teacher and some students at seventh grade, it is shown that there are more students who still have problem in reading text. First, they lack vocabulary, so they can’t get the point of text correctly, and second they lack reading English text. It can be seen from the result of the students’ achievement in their reading exercises, the average value of them are six.

Based on those problems, the teacher should find a strategy which can make the students have motivation and interest in reading. One of the interesting and challenging strategies is by using Card Sort in teaching reading. It used to give different information for the learners to make them more interested and understand about the meaning of text.

Zaini (2008: 50) asserts that the strategy can motivate the students and get them involved in the learning process. The card sort strategy has some promising benefits which are worthy to apply. It can help to motivate the students in learning. It also will nurture a cooperative atmosphere in the class. It trains the students to appreciate each other’s opinion. Besides, it will make the students more active since the strategy will require them to be physically
active as the response. This kind of strategy will attract the students and involve them in the learning deeper.

The movement of physical respond can help to give energy to the tired students in the class. The writer’s reason of using card sort in teaching reading comprehension to teach categorizing characteristic in genre. If one knows that characteristic, he/she can use it to understand a certain text. Besides that, it can make the students be active because this strategy gives priority to the movement of physical response, so the students can understand and interesting to learn.

Based on the situation above, the writer is inspired to conduct a study entitled “The Effectiveness of Card Sort Strategy for Teaching Reading Comprehension of Procedure Text at the Seventh Grade Students of MTs MA’ARIF NU Rembang in Academic Year 2012/2013”.

B. Reason for Choosing the Topic

There are several reasons of choosing topic, they are:

1. Reading is one of the skills that have to be mastered by students at the seventh grade of MTs MA’ARIF NU Rembang. The students of MTs MA’ARIF NU Rembang at the seventh grade still get problem in learning reading, therefore writer wants to solve it by using Card Sort strategy.

2. Card Sort is one of the strategies in teaching reading because there are some reading steps that guide the readers to get the text point easier.
C. **Problem of the Research**

Based on the background above, the problem is formulated as follows:

“Is Card Sort strategy effective for teaching reading comprehension of procedure text at the seventh grade students of MTs MA’ARIF NU Rembang in academic year 2012/2013? “.

D. **The Aim of the Research**

According to the problem above, the aim of the research is to know whether card sort strategy is effective for teaching reading procedure text at the seventh grade students of MTs MA’ARIF NU Rembang in academic year 2012/2013.

E. **Clarification of the Terms**

The writer clarifies the terms used in this study as follows:

1. **Card Sort**
   - It is a collaborative activity that is able to be applied in teaching concepts, categorizing characteristics, facts of object, or recalling information (Zaini, 2008: 50).

2. **Effectiveness**
   - It is a measure of the match between stated goals and their achievement (Fraser, 1994: 104).

3. **Reading Comprehension**
   - Tarigan (1986: 7) states that reading is process of conveying and acquiring a message graphically from the writer to the readers which involves the
ability of the reader in getting meaning from the message which is conveyed by the writer through the words or symbol to be understood and interpreted.

4. Procedure Text

Procedure text is a text describing how to make something through a sequence of process, action, step or describe how to do something (Hartono, 2005: 5).

F. Contribution of the Research

The writer hopes that the study will give contribution to the improvement of teaching learning English process.

1. For Teachers

This research will help the teacher in increasing the students’ reading comprehension of procedure text.

2. For Students

This research will help the students’ in increasing their ability in learning reading procedure text using card sort.

3. To the Reader

This research can be used to increase the quality of teaching-learning reading procedure text.