

CHAPTER 1

INTRODUCTION

A. Background of Research

English as a foreign language in Indonesia plays an important role in many aspect of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English became an international enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School, and University.

In English, there are four skills: listening, speaking, reading, and writing. The students are expected to have ability in those language skills, which cover receptive and productive language use. Teaching English is not easy. English teacher should not only master the language, but they should also be able to make their students learn.

Reading is a process carried out and used by reader to acquire message that is convey by writer through words or symbol and meaning of the words could be soon known by a reader, so the reading can be carried out well (Tarigan in Wargianti, 2016). From the definition above, it can be concluded

that reading is a process of conveying and acquiring a message graphically from writers to readers that involves the ability of reader in getting meaning from the message.

Developing reading activity is the most important that has to be mastered for Junior High School especially eight grade class. In teaching activity, the teacher has to be more concern in teaching reading because reading is a good skill on language's learner. It helps the students to get information from reading text. In reading activities, teacher tries to guide students well. The teacher has to be more active because it is very important to increase students' knowledge and information in reading. However, mastering reading especially in comprehension is not always easy for the students comprehend the text better, it needs appropriate technique.

Graphic organizers provide teacher with tools to help students on the road to higher achievement in their reading comprehension skills. Graphic organizers that target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text. Teacher can use an appropriate technique to increase students' reading comprehension especially on descriptive text. To ability in reading comprehend a descriptive texts, the suitable graphic organizer is concept mapping. Concept mapping helps student to build abilities in reading comprehension through organizing main idea and supporting detail. Descriptive text is a text which lists the characteristic of something, by using concept map the supporting detail can be shown easily.

Regarding to the explanation above, the researcher conducted the research entitle: “The effectiveness of using graphic organizer in students reading comprehension”. This research study expects that graphic organizer can help the students to comprehend the text better.

B. Reasons for choosing the topic

There are some reasons of choosing the topic:

1. The researcher wants to know whether reading is an important skill to be learned and mastered by students.
2. The researcher want to know Graphic organizer is effective to teach students reading comprehension
3. The researcher wants to know whether graphic organizer will motivate the students in learning reading.

C. Problem of Research

Based on the research background mentioned before, the problem of this is stated by a question “Is graphic organizer effective in students’ reading comprehension?”

D. Aims of Research

Based on the problems of research, the aim of the research is to find out the effectiveness of using graphic organizer in students’ reading comprehension at the eighth grade students of SMP Mhammadiyah in academic year 2018/2019.

E. Clarification of The Key Terms

The title of this research is “The Effectiveness of Using Graphic Organizer in Students’ Reading Comprehension”

The clarification of term as follows:

1. Effectiveness

Effectiveness is a usefulness or achievement that can be reached from an activity or effort that is suitable with the purpose that will be achieved.

2. Reading

Reading is one important skill in learning English, the students will get a lot of more information, knowledge and problem solution from the text.

3. Graphic Organizer

Graphic organizer is a pedagogic tool or instrument that can be used to manage learning material. Graphic organizer makes it easy for students to master new information.

4. Concept mapping

Concept mapping is a technique that encourages students to learn in meaningful way and retain knowledge.

5. Descriptive text

Descriptive text is a text with purpose to describe or explain about people, animal, plant, place and so on. These activities need a visual experience such as sound, look, and taste.

F. Contribution of the Research

The result of this research is expected can give some benefits for some side as follows:

1. For Students

The researcher expects this research can be useful for the students in comprehending the text by using graphic organizer.

2. For Teacher

The research expects this research gives information for the English teacher as a variation in teaching reading

3. For other Researchers

This research expected give some information to other researchers who have same topic and it can be a reference to the next researcher.

