CHAPTER I

INTRODUCTION

The research deals with reading comprehension achievement as one of language skills that will be taught by applying graphic organizer method at the eight year students of Junior High School. This chapter presents some aspects. They are the background of the study,the statement of the problem, the objective of the study, the significance of the study, definition of the Key Terms, organization of the study.

A. Background of The Study

English is one of important subjects which are taught in Indonesian school, starting from Elementary School up to University. Why English must be taught? The first reason, English as one of the major international language in the global area, is having increase importance in our lives. We need it as a media to help us to link and conquer the world. The second reason, people need a common language in order to communicate each other; for business, travel, and social reasons. Educating the children to know the language will surely give them a basis for their future development. However, most of the students still face some problems in learning English. They think that English is very difficult to be learnt and understood. These problems have to be solved to make teaching learning process successful. As we know, there are four skills that must be learnt in studying English; listening, speaking, reading, and writing.

Reading is one of language skills that almost dominant in teaching learning process. The success of teaching learning process cannot be separated from the role of reading. Reading is very important. It is the most essential skill to acquire information and knowledge. Every aspect in life involves reading. Reading is a basic tool in the living of a good life. Reading enriches our thought, widens our vision, and enhances our knowledge. Ones' fluency in a language and, consequently, communication skills are improved by reading. Reading introduces the students to new things and has the ability to broaden their interest. Besides that, reading also increases students' ability to concentrate. Developing the students' reading and comprehension skills early in their education also means that preparing them for the "real world". The more they read, the better their power expression in both written and spoken will be.

From preliminary observation that had been done, the researcher found some problems faced by the eighth year students of MTs Assyafi'iyah Gondang in reading subject.The researcher choosen MTs Assyafi'yah Gondang because he had found some problems in learning English reading, the researcher can see the problems because he had graduated in practice teaching from there during had two mounth, so he was knew about how the condition of this school and students in the eight years students class. And he choosen eight year students because it class are has more materials about reading descriptive text. And there are some problems that was found.First, the students are difficult to answer the questions from the text given. And the second, they have difficulties in comprehending

English text because they are lack of vocabulary. These facts are supported by informal interviewing conducted by the English teacher.

Learning throught graphic organizer is offered to solve those problems. According to Margareth Cleveland (2004:3), graphic organizers can: help you recognize the patterns in your readingassignments. In this book, you'll use graphic organizers to (1) organize, classify, and categorize information, (2) compare and contrast characters, events, or ideas, (3) understand cause and effect (4) recognize and show story sequence and character development.According to Josh Brackett (2004 : 4) You can use graphic organizers in many ways. You can use them before youbegin a lesson to lay the foundation for new ideas. They can help you recallwhat you already know about a subject and see how new material is connectedto what you already know. You can use them when you are reading to take notes or to keep track of whatyou read. It doesn't matter what you are reading a textbook, a biography, or aninformational article. Organizers can help you understand and analyze whatyou read. You can use them to recognize patterns in the reading. They can helpyou identify the main idea and its supporting details.

In general there are a number of graphic organizer, the first is star, the second is spider, the third is fishbone, the fourth is cloud/cluster, the next is tree, the fifth is chain and events, the sixth is continuum/timeline, the seventh is clock, the following is cycle and events, next is flowchart, the tenth is venn diagram, eleventh is chart/matrix diagram. The next is decision making diagrams, thirteenth is pie charts, the following is vocabulary map, the fifteenth is paragraph structure, the sixteenth is story map, the seventeenth is characters traits, next is biography

diagram, the nineteenth is animal report, the following is geography report diagram, the last is math diagram. In this case the researcher uses fishbone, it is because of comprehending a descriptive text, and fishbone diagram is suitable for it.

Fishbone map helps student to build the reading comprehension through organizing main ideas and supporting detail invite students to use their fishbone map to organize main ideas and details, or story elements, about a book they are reading.Golding (2003:23). Descriptive text is a text which lists the characteristic of something. In descriptive text the writer provide detail information about something, by using fishbone the supporting detail can be shown easily.A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

Considering the problems above, the researcher expects the graphic organizer can improve the eighth year students' achievement on reading comprehension at MTs Assyafi'iyah Gondang in the academic year 2013/2014.

B.   Statement of the Problem

Based on the problem that is written in the background of the study above, the writer formulates the problem in this research as follows: "How can graphic organizer improve the students' ability in reading a descriptive text?"

C.   Objective of the Study

Based on the statement of the research problem the purpose of the study is intended: To find out the implementtation of graphic organizer can improve the eight years students' ability in reading descriptive text

D.   Significance of The Study

This study is expected to be useful for:

a.   The Students

The students know how to improve their reading ability.So they never get difficultto study English in the higher level

b.   The English Teacher

This research result is expected can improve the English teacher's knowledge on the use of various strategies in teaching English, especially reading comprehension through graphic organizer.

c.   The Future Researcher

This research result is expected facilitates the future researcher to be a reference in conducting further studies by using graphic organizertechique on other language skills or language components.

E. Definition of Key Term

In order to avoid misunderstanding of the concept used in this research, some definitions are provided.

1. Reading ability, reading is certainly an important activity for expanding knowledge of a language. Patel and M. Jain(2008:144)

2. Graphic organizer, according to Cleveland(2005:5) Graphic Organizer recognize patterns and main ideas in reading, understand the relationships between key ideas, organize information and take notes.

3. Descriptive textis a text which lists the characteristics of something (SIL international, 2004)

F. Organization of the study

This tudy is devided in five chapters; those are introduction, review of related literature, research metodology, research finding and discussion, conclusions and and suggestions.

1. Chapter I : introduction

It consist of background of the study, formulation of problem, purpose of the study, significant of the study, scope limitation of the study, definition of key term and organization of the study.

2. Chapter II: review of related literature

It includes definition of reding, kinds of reding, benefits of reading, teaching reading ability, graphic organizer to increase reading

comprehension, graphic organizer to descriptive text and adventages and disadventages of graphic orgnizer.

3. Chapter III : research method

   It covers research design, setting and subject of the study and procedures of the study.

4. Chapter IV : Research Finding and Conclution

   It deals with presentation data and discussion.

5. Chapter V : Conclution and Suggestion

   It presents conclution of the analyzed and suggestion related to the research finding.