

## CHAPTER I

### INTRODUCTION

This chapter comprises five sections. First, the basic consideration section explains the background of research. Second, the research question of the present study is listed to determine what this research wants to investigate. Third, the aim of research is to describe the purposed of the present research. Fourth, the significances of research are included to reveal the benefit of the research result. The last, the scope of research explains the focused topic of the present study.

#### **Basic Consideration**

Reading is one of access to absorb comprehension in text. It is a way that the authors can share their opinions, factly and informations with readers and someone can access informations and gain of knowledge. According to Urquhart and Weir (in Grabe, 2007, p. 14), reading is the process of receiving and interpreting information encoded in language from the medium of print. Brummitt (2012, p. 1) stated that, reading comprehension is the act of understanding what you are reading.

The aim of reading text to make sense, to answer questions and to stimulate idea (BMS, 2009 n.p). It is stated that there are several of aims.They are making connections and types of connection text to take it self. Text for self-meaning, how the students understand the reading text and they interpret them. The ability gets the important points in interpreting of informations and appropriately (Grabe&Stoller 2002, p.9). On the other hand, reading comprehension is a process which the reader may construct meaning by interacting with the text. It is explained thorough Cooper (1986) in Mansa's research (2010, p. 10).

Based on the statements before, it can be concluded reading is one activity that needs comprehension. Therefore, the reader should be understand the meaning of sentences and the information completely. In the order for the students' skill in interpreting information as called as reading text of course; it is meaning the students' skill responsibility for the English teacher in the classroom. In other words, the teacher should bring students' prior knowledge for understanding more then reading itself. They must be a good reader who can understand for meaning of texts and identify the purposes of a text. The students must be able to read the text comprehensively it is supported by Klingner, Vaugh and Boardman (2007, p. 11) who stated that every student search new meaning in reading text, it means that reading activity is a big role of our knowledge of the world. Reading comprehension is an activity that demanded the students not only have to read the text normally, but they also have to understand about every particular object.

In English subject, based syllabus KTSP of curriculum from SMA N 1 Suwawa there are topic in reading subject at second grade of Class X; are recount text, news item text, narrative text and descriptive text. Those topic emphasized on students' comprehension on the text based material that consisted generic structure. For example descriptive text is a text which says what a person, animal or a place is like. Its purpose to describe and reveal a particular person, place, or something, (Raya 2010, p.125). On the syllabus KTSP of curriculum divided some components, especially one of the components is the basic competence of reading descriptive text. In the basic competence of reading descriptive text there are students' ability to analyze general structure, to read aloud, to identify main idea and to describe information in short essay. On another hand, the aim syllabus KTSP of curriculum is the students to able recognize meaning, information and purpose of a text or a short essay.

Based on my experiences in teaching practice at second grade of SMA Negeri 1 Suwawa class X, for example, the researcher identified some faced by students' problems of comprehending descriptive text. They were: lack of identified generic structure of text, lack of determine topic of the text and main ideas of paragraphs, less of students mastering vocabulary, lack of how to describe something.

This research focused on reading comprehension method in improving students' comprehension descriptive text. There are some methods for improving students' reading comprehension. Bamboo dancing method (Suwarno 2010, n.p) and rotating trio exchange method (Muhaimin 2012, p.1) in applied those bamboo dancing method focus on recount text and rotating exchange method focus on narrative text for big group by looking at those method for improving students' reading comprehension, the researcher would like to apply "the proof is in the character" method is one kinds of graphic organizer in reading descriptive text by personal. It means that how the students' manages ideas and their perceptions (Parker 2006, n.p) .This statement means that "the proof is in the character" method is one of solution for teaching reading especially descriptive text. "The proof is in the character" method can practice the students' mastery toward reading material step by step, comprehend each sentence, manage idea and also make a interpreting further a text. The students need papers and pencil to create their understanding, make a concept map and technology can help easy to edit. According Johnson and Lamb (2007, n.p) stated that "the proof is in the character" method can be used individually or in large groups.

Regarding to the fact previously, the present study explored the method for improving students' reading comprehension in descriptive text. In addition the discussion of this study focused on one strategy in graphic organizer, it is the proof is in the character. According to Silver (2003) stated that the concept of the proof is in the character is personalize, the

students provide short explanation of traits prior to using this concept. For example: it is very helpful for the students to make a personalize concept after they read descriptive text.

Therefore, the researcher believes that method especially focus on one concept is appropriate for X class of students who are still less reading comprehension in descriptive text. The next, based on the syllabus KTSP of curriculum the students has been learned about descriptive text. By this case the researcher assumed that to improve students' reading comprehension in descriptive text needs method as the power of learn reading subject.

Therefore, the present studies carry out and reveal the improving students' comprehension in descriptive text by "the proof is in the character" method. Interestingly this "the proof is in the character" method is fun method to learn reading subject. Thus the students able to make concept based on one of kinds graphic organizer called is "the proof is in the character" method. Based on the rationale this researcher formulated with the titled:

**"Improving Students' Comprehension in Reading Descriptive Text by applying  
"the proof is in the character" Method**

**Research Question**

Related to the basic consideration previously, researcher formulates the questions about "Can *the proof is in the character*" method improve students' comprehension for reading descriptive text?

**Research Aim**

Based on the research questions, the aim of this research is to find out whether or not "the proof is in the character" method can improve students' comprehension for reading descriptive text.

## **Research of Significance**

The significances of studying in educational field as follows:

### *For teacher*

The research gives information how to apply in classroom the proof is in the character can improve students' comprehension for reading descriptive text.

### *For students*

This research gives information them about their competence in applying this method learning process especially in reading descriptive text and the important thing to make easy students' vocabulary mastery, to understand meaning in descriptive text and last to change the classroom more fun.

After researcher explained previously these were some keys of that point to be concluded.

The researcher chosen this title because some students' feel bored with long a text and difficulties.

## **The Scope of Research**

This research emphasize on the application of graphic organizer strategy focus on one the kind of type "the proof is in the character" in students' comprehension in reading descriptive text based of indicators that are topic, main idea, generic structure, inferences and conclusion.