

CHAPTER I

INTRODUCTION

Background

The primary objective in reading activity is to understand the main idea, meaning, or messages delivering by the author. Due to that goals, the reader needs to focus in several points in order to find out what the authors extend. Some techniques are using by the readers, however, to understand some writing texts, there are some stages need to apply by the reader itself.

Because reading is a process of decoding a text and receiving an information, it can be seen that reading activity involves more than one process. Johnson (2008:7) states this process involves other language process such as receptive process and productive process and thinking process. While Grabe (2009) add some thought that reading process includes comprehend, efficient, interactive, strategic, purposeful, evaluative, and learning process. Therefore, one process should not be ignored during the reading activity to fully understand what were read.

Reading comprehension is an activity that aims to be able to achieve deep information and understanding of what they read. Harmer (2002: 199) cited by Aprilia (2015) State that when the reader read a text, they deploy range of respective skills. It means that reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world.

Efforts to improve student learning outcomes required teacher teaching strategies and appropriate student learning strategies. A teaching strategy is an

approach to managing classroom learning activities. it is one of the teacher's efforts for the students to be able to understand easily the concept of the material being taught. "By integrating the sequence of activities components, organizing materials and students, equipment and materials, and time spent in the learning process that has been determined effectively and efficiently" (Sugandi 2004: 83).

Based on preliminary observation in 2016 on PPL and interviews to the teacher in SMP N II Telaga, there are several problem factors. The problem is no incentive to get the main idea, understanding the meaning of explicit, implied, and the implications of the contents of a reading related to students' vocabulary mastery. From the interview, the students admitted that they have difficulty dealing with vocabulary. Although they are aware of this condition, it seems that students are not trying to enrich their vocabulary. Students also find it difficult to find words in the text and also not try to find meaning from context. The teacher has also addressed some difficult words and gives meaning to them but the students did not memorize the words even though they wrote them. Although teachers give students a variety of texts to enrich their vocabulary independently, it seems that most students do not study or read at home because when the teacher discusses the text the students just start reading it and do not understand the text.

When the teacher explains in front of the class, most of the students are busy with their activities like playing with pencils, rulers or erasers and others copying answers from friends when they need to answer questions from teachers. This activity leads to student boredom. In addition, fewer teachers apply teaching strategies in the classroom. The teacher simply delivers the material from the

textbook on the board, and then checks the students' understanding by asking questions to the students. The use of teaching media and materials is very limited. Students say teachers use less media in teaching and learning activities are boring. Therefore, to stimulate the student comprehension when they did a reading activity, the researcher use the visualization strategy in teaching reading comprehension.

Using strategy in teaching reading is required to improve learning process due to achieve the learning outcomes. Without a clear strategy, the teaching and learning process will not be directed so that the learning objectives that have been set do not take place according to the plan. Teaching strategies for teachers is a systematic guide and reference in the implementation of the learning process in shool. "Each teaching strategy designed by teachers aims to facilitate the learning process of students, in order to achieve maximum result" (Wena, 2009; 3)

Based onthe observations and problems regarding with the reading comprehension, this research finds that the use of visualization strategy is way to improve reading comprehension. This strategy allow teachers and students to gain new knowledge and experience in their learning process, as well as to improve the learning way for English class in reading comprehension. This strategy proposed by Goudvis and Harvey (2000) suggests that the image created by the visualization reader is very personal and makes the reading experience more interesting and fun. By visualizing a text for example drawing a sketch after the teacher loudly read a text (McLaughlin: 2003) is a strategy which can be applied in teaching reading in classroom.

Visualizing is a mental activity that students usually do in thinking or reading something, but many students need to be taught how to strategically visualize. This visualization can promote an active reading, allowing students to pay close attention to the text, especially as the text becomes more difficult to understand.

This research applies reading guide visualization strategy in teaching reading comprehension. Obviously, this research aims to analyze and observe the increasing of students' ability in reading by using reading strategy.

Therefore, based on the background, this research thengoing with the title "Improving students reading comprehension by using visualization strategy in SMP Negeri 2 Telaga".

Research Question

Based on the background description of the problems, this research focus on aswering the question of the research which is can visualization strategy improve students reading comprehension?

Research Purposes

To analyze the impact of the visualization strategy in improving students reading comprehension.

Objective of the Research

Based on the formulation of the problems, the research objective is to improve students reading comprehension by using the visualization strategy.

Delimitation of the Problem

Particularly after conducted an observation, the researcher found that the students' problems in SMP Negeri 2 Telaga are quite complex. Based on the discussion with the English teacher, this research then focuses on reading strategies to improve students' ability in reading comprehension and to get the meaning idea, understanding the meaning of explicit, implied, and the implication in reading comprehension by using descriptive text.