CHAPTER I

INTRODUCTION

Introduction chapter contains six subchapters of the study. They are background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, and definition of terms.

1.1 Background of the Study

Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols (Sapir 1921:8). In border sense, language is the chief instrument through which people think and with which they integrate themselves, both internally and externally, both as a functioning individual and as an active participant in a human group, a member of human society. The role of language cannot be separated from all of our activities in all aspects of our life

English is one of the languages in the world, which play very big role in the communication of human being for international relationships. In Indonesia, English is a foreign language. As a foreign language, therefore, we should master it well in order we can communicate with people from different language background.

However, to master a language well is not an easy thing. There are four skills that have to be developed or mastered in language learning namely: listening, speaking, reading, and writing. Reading ability is the most important skill for students. Success in study depends in large part of our ability to read so thatit becomes the evidence and reason for the government to state English as the foreign language and as the subject toteach to Indonesian students from junior high school to university level.

Even though method and technique of English teaching have been improved, but an outcome of the students isstill far from satisfaction. In formal school, students usually study the theory but rare in practicing. So, teachers have to be creative in looking for new techniques to improve students' ability in certain aspects in order for them to be more interested in receiving the material.

Students as the foreign language learners who are good in reading skills are possibly good in other language skills. In reading the passage, a reader can gain new words. The students can enlarge or extend their knowledge in many fields or science by reading books or materials because reading is the easiest and cheapest way of getting information.

It needs hard work to improve students' reading comprehension. The first thing we have to do is making them realize about the importance of English. Some students are not interested in learning English because they do not realize about the importance of English so that teachers must looking

for the effective technique to make students become easier and more pleasant in understanding and in learning English especially in learning reading comprehension.

The success of English learning depends on materials used in reading, where it must be suitable with students' interest. Using imaginative strategy, the students will be able to improve their language skills. They will learn new words and appropriate expression, they will become more sensitive to the correct uses of the language, and they will also learn good diction and style. Imaginative reading strategy can make the students able to identify what had happened, why it happened, what if we were in his/her situation or by vividly visualizing the events depicted by the authors' words which they will allow their selves to become a part of the story, they see the colors, hear the sounds, feel the textures, taste the flavors and smell the odors described by the writer. They will find that they are living the story as they read.In this way, we will learn to understand other people especially the author himself.

Based on the statement in the background above, the writer is interested in conducting a study under the title **"TEACHING READING COMPREHENSION BY USING IMAGINATIVE READING STRATEGY TO THE TWELFTH GRADE STUDENTS OF SMA SUDIRMAN KUPANG IN THE SCHOOL YEAR 2014/2015".**

1.2 Statement of the Problems

In this research, the writer would like to search two important problems, which are stated as follows:

1. Is Imaginative Reading strategy effective to improve reading comprehension of the twelfth grade students of SMA Sudirman Kupang?

2. Is there any improvement of students' reading comprehension after teaching them using imaginative reading strategy?

1.3 Objectives of the Study

Based on the statement of the problems, the objectives of this study are as follows:

1. To find out whether or not Imaginative Reading Materials is effective to improve reading comprehension of the twelfth grade students of SMA Sudirman Kupang.

2. To find outthe improvement of students' reading comprehension after teaching using imaginative reading strategy.

1.4 Significance of the Study

This research might be beneficial for not only the writer but also the teacher of English and the students learning English at the researched school. The significance of the study in detail is presented as follow:

1. The writer

This research can motivate the writer in how to conduct a scientific writing. It can also motivate the writer to be creative in looking for new and easier technique in learning English especially in learning reading comprehension.

2. The English Teacher

To inform the English teacher at the researched school about students' reading comprehension by using imaginative reading strategy so that he/she can find out a better way or technique of teaching English and reading comprehension particularly.

3. The Students

To inform the students at the researched school about teaching reading comprehension by using imaginative reading strategy so that they are motivated to learn English especially in learning reading comprehension.

1.5 Scope and Limitation

There are many methods and techniques used by the teachers to improve students' reading comprehension they are semantic mapping, mind mapping think pair share and imaginative reading strategy. In this study the writer limits himself by using imaginative reading strategy to improve reading comprehension of the twelfth grade students of SMA Sudirman Kupang. For

the imaginative reading strategy the writer uses a narrative story to be read and imagined by the students.

1.6 Definition of Terms

There are some terms used in this study that should be defined. The definition may help readers to understand the study as whole. The terms that should be defined in this study are teaching, imaginative reading strategy, reading and reading comprehension.

1. **Teaching**

Teaching is derived from the word teach. According to Brown (2000:7) teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching in this study is showing or helping students of SMA Sudirman Kupang to learn reading comprehension by using imaginative reading strategy.

2. **Reading**

Reading is an activity of contacting the eyes or printed material which a reader is led to record the information for the brain to process and create a new similar text to that of original one (Anderson,1984) .

Reading in this study is an activity done by the twelfth grade students of SMA Sudirman Kupang to record the information from a text or story given by the writer.

3. Comprehension

It is a process by which a person understands the meaning of the written or spoken language (Richard, et al,1985). In this research, comprehension is a process by which the twelfth grade students of SMA Sudirman Kupang understand the reading text they have read.

4. Reading Comprehension

It is process of using syntactic and rhetorical information found in printed task to reconstruct in the readers mind, using the knowledge of the words she/he possesses, plus appropriate cognitive skill and reason ability, (Devine, 1986:73).

Reading comprehension in this study is a process of using syntactic and rhetorical information found in printed task to reconstruct in the mind of the twelfth grade students of SMA Sudirman Kupang.

5. Imaginative Reading Strategy

Wilhem (2004) states that Imaginative reading strategyrefers to the ability of reader to use his/her imagination when reading the passage. It requires readers to think as they read and it requires readers to use their imagination or the readers will be able to imagine or understand other people especially the author himself that might have happened in a story.

Imaginative reading strategy in this study is the ability of the twelfth grade students of SMA Sudirman Kupang to use their imagination in reading the text or story given by the writer to improve their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents the theory, review of previous study, and research model

2.1 Theories

2.1.1   Definition of Reading

Adler and Van Doren (1981) state that, reading is an activity to gain any information and understanding from the written word. In this definition they explain that the reader would get large share information and their understanding through reading. For some people reading is ever enough because we can get some information and understanding from the spoken word and observation.

Today, however, there are some people who believe that reading is not necessary. We can gain much information or knowledge by watching a film or listening to radio instead. But it may be seriously questioned whether or not modern methods of communication increase our understanding for the world in which we live. As with all language, the purpose of reading is to communicate. Undeniably, with a correct pronunciation and good structure in speaking and writing, people will understand the message. More than that, the use of correct language can raise interest of both listeners and

readers. Yue Mei Yun (1993) states that reading is an interactive process of communication and the communication between writer and reader. Through the text, the readers get the meaning of message by decoding it. A sufficient knowledge of English grammar is very necessary to help the reader understand the text. Without it, one can hardly understand or grasp the content of English text well because of the ungrammatical function. We will not misinterpret the content of the text.

Furthermore, we can improve our reading skill in any type of printed material, not only books by followed and practiced the rule of reading. Reading of any sort is an activity. We cannot read without moving our eyes or without using our minds. One reader would be better than another if he or she uses more effort in reading activity.

2.1.2   Types of Reading

Koch, at al (1982:9-10) in their writing point out that there are three types of reading:

 1. Slow Reading

It is used for difficult material like legal documents, which contains their own distinctive phraseology and vocabulary. It is also needed when one follows exact directions. For example when someone assembling gadgets or machinery.

 2. Average Reading