

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. This chapter consists of background, the problem of the study, the scope of the study, the objective of the study, the significance of the study and clarification of terms.

1.1. Background of the Study

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Language is an aspect of human behavior. It is key aspect of human intelligence and people use it to convey the message each other, also they believe that language is the way to introduce their social identify to other. There are thousands of languages in the world. One of them is English language.

English is one of international language used by many people in the world nowadays, in modern society, English becomes more important as a means of communication. Thus, students have been introduced to English language in the earlier stages because it is considered that English is an important language in society as a part of knowledge and skills which can help in attaining of satisfactory professional life later on. Realizing the important of English, Indonesia as one of developing country puts English as the compulsory subject matter in its education curriculum.

Based on the real situation, learning English is not easy for Indonesian students, because we know that Indonesian students are expected to be able to master four language skills, they are listening, speaking, reading and writing. In order to get the communicative competence, the students need to learn four language skills namely listening, reading, speaking, and writing. Those four language skills play an important role for students in learning foreign language.

From all the language skills, reading seems to be less considered by students as its is a very complicated language skill which requires high ability to express ideas, thoughts, feeling and the like to produce a good text. It has many rules in every single word that would be read.

Many Indonesian students are not able to comprehend reading text. Moreover, many teachers in Indonesia still employ teacher-centered classroom in which the teaching activities only involve listening to teacher's explanations, making lists of difficult words, translating English text into first language, asking learners to read loudly or silently, and getting students to answer questions which are related to the text. (Sunandar, 2006).

Therefore, the demand of having a better learning to read for language students directs the need to develop teaching and learning approaches of reading skill in the classroom. An effective language classroom requires meaningful use of the language in which the teaching material should be in connection with students' prior knowledge and interests. It indicates that students' prior experiences and interests will encourage learners to actively construct their understanding. In consequence, interactive and fun activities should be carried out in the language

classroom to get the students' active participation in the learning process of reading.

Starting from the problems when the writer's experience during the field practice (PPL) in one of Vocational High School in Medan, arising in teaching English reading and student's achievements of reading which are unsatisfactory, and the writer wants to conduct a research entitled "**The Effect Of Using Constructivist Approach On Reading Comprehension Of Procedure Text At The Tenth Grade Of SMKN 1 Doloksanggul**". The writer wants to investigate whether the teaching reading procedure text by using Constructivist Approach can improve students ability in reading procedure text. The researcher in conducting the action put the target on the tenth grade students of SMKN 1 Doloksanggul with students' purpose of reading to be able to make a composition better than before.

1.2 The Problem of the Study

Referring to the background of the study, the problem of the study is formulated as the following :

Does Constructivist Approach give a significant effect towards the students scores in reading procedure text

1.3 The Objective of the Study

The aim of this study is to achieve these following objectives:

To find out whether Constructivist Approach give a significance effect towards the student's scores in reading procedure text by the use of Constructivist Approach

1.4 The Scope of the Study

There are many approaches in teaching reading comprehension, some of them are : Communicative Approach, Affective Approach, Language Experience Approach, Comprehension Based Approach and Constructivist Approach. This study focused on the use of Constructivist Approach in enhancing students' reading comprehension. Furthermore, the use of Constructivist Approach focuses on procedure text in tenth grade of Vocational High School (SMKN 1 Doloksanggul). And this study will be conducted to one Vocational High School in Doloksanggul.

1.5 The Significances of the Study

The findings of the study are expected to be theoretically and practically significant and relevant for:

1. Theoritically

This study is expected to improve an innovative teaching and learning approach that is used in the language classroom in order to enhance students' reading comprehension. Furthermore, the research can be used as a reference for English teachers to develop their teaching skill.

2. Practically

The findings of the study are expected to be useful for :

1. English teachers can apply this approach as one teaching way to increase the students' interest in reading comprehension

2. The students will be interested to read English text enjoyably and enrich their vocabulary easily and they can be more motivated to read everyday inside and outside the school.
3. Other researchers who conduct the similar research can use this research result as references.

1.6 The Hypothesis

Hypothesis is a basic assumption or temporary answer which needs the proof through the research and to know how deep the truth is:

Ha = The students who are taught by Constructivist Approach will have better ability in reading procedure text than the students who are taught by using conventionally.

H0 = The students who are taught by constructivist approach will not have better in reading procedure text than the students who are taught by using conventionally.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter consist of a review literature and explanations related to study in order to give a clearer concepts and ideas for this study. It is very important to clarify all terms that was related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In this case, the writer is going to elaborate the terms which are important for the purpose of this study.

2.2 Reading

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Blachowicz and Ogle 2008:30). In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an

escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.

2.3 Reading Comprehension

2.3.1 Introduction of Reading Comprehension

Defenition of reading comprehension by Blachowicz and Ogle (2008:26) :

1. Comprehension is motivated and purposeful

Comprehension is an interest-driven process where the purpose for reading can change overtime. Students have an interest in what they are reading and have question they want to answer. At the first, their question was just to know “more”, later their question becomes detailed, specified,sophisticated. Their research process also changed as their purpose change.

2. Comprehension is a process that is constructive

Comprehension does not “happen” at one point; rather, it is a process that takes place over time. Readers are active in constructing meaning through the processes of interacting or transtacting with what they read and integrating this knowledge with what they already know. Our knowledge and experiences, as well as our present context, influence how we understand, value and remember what we read. Even perception is affected by knowledge and context.

3. Comprehension is skillful and strategic

Good comprehenders have learned that they have control of reading process. They actively construct meaning as they read, and they also direct their own

comprehending by using basic strategies and by monitoring their own understanding. They know how reading works because they have knowledge about how sounds, letters, and print work (declarative knowledge); they know what strategies to use help them understand (procedural knowledge); and they know when to use which strategies (conditional knowledge).

4. Comprehension is self –monitored and self –regulated

As comprehenders learned more and more about something, they added to their knowledge, refined their own predictions, tried to clarify what they were thinking , and changed their thinking when necessary. When a book was confusing, they worked together to figure out what the author was saying; they would sometimes back up, reread, or look for other information. All of these examples of “self regulation”- a metacognitive activity that involves “self evaluation” of knowledge and learning and taking steps to “fix up” comprehension when difficulties are encountered. Self regulation was apparent the knowledge of phonics, syntax, word structure, and semantic to help the readers over the hump of an unknown word, applying this strategy both for decoding and for meaning.

2.3.2 The Levels of Reading Comprehension

Its possible to understand materials on a number of different levels. To take in ideas that are directly stated is comprehension, to read between the lines is

interpretative comprehension, to read for evaluation is critical reading comprehension and to read beyond the lines is creative reading.

According to Burns (1984) stated that reading comprehension is divided into four levels, as follows :

1. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection. Recognizing stated main ideas, details causes and effects, and sequences in the basic of literal comprehension and a through understanding of vocabulary, sentence meaning and paragraph meaning is important. Details are explicitly stated parts of paragraph or passage that contain the basis information in literal reading. The main idea of paragraph is organized it is often, but not always expresses in a topic sentence. It is considered a literal skill when the cause-effect relationship is explicitly stated in written passage. The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details sequences.

2. Interpretative Reading

Involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skill for interpretative reading include :

1. inferring main ideas of passages in which the main ideas or not directly stated
2. inferring cause-effect relationships when they are not directly stated
3. inferring referent of pronouns. It is easier to remember structures in which the pronoun followed its referent
4. inferring referent adverbs
5. inferring omitted words, sometimes words are omitted and said to be understood as known ellipsis
6. detecting mood (sad, downcast sobbing,objected,(happy)-sparkling,shining,laughing)
7. detecting the author's purpose in writing, to inform, to entertain,to persuade, or to accomplish something else)
8. drawing conclusion

3. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material (with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness).the critical reader must be an active reader questioning, searching for facts and suspending judgement until she/he has considered all of the material.Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important. The mature critical reader must consider and evaluate the person who wrote the material, author

purpose, author's point of view, author's style and tone, author's competence.

4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think and to use their imagination as they read. Creative reading concerns with the production of new ideas, the development of new insights, fresh approaches and original constructs.

2.4 The Challenge in Teaching Reading in EFL

Reading is one of the most important skills in learning a second language. The success of language learner is largely influenced by his/her reading practice "Reading is useful for language acquisition the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing. Therefore, teacher must develop reading habit in students in order to help them enhance target language efficiency. This can be done by motivating students to read, especially by giving them reason to read.

Extensive Reading (ER) in EFL settings has received increasing discussion over the past decade or two as an approach for improving learners' reading fluency. This form of reading, first coined by Palmer (1917, 1968) can be defined as the reading of materials in the target language in a rapid and casual way with a focus on quantity rather than quality. Extensive Reading is often assumed to be contrasted with Intensive Reading, which is most commonly associated with a line-by-line, or grammar-translation approach to learning to read in a foreign language (Palmer, 1964).

From close study and careful analysis of EFL context of Vocational high school, I found following major issues and challenges related to teaching reading : Selecting appropriate text, No reading culture, Designing reading task. Moreover, there are some other related issues such as lack of knowledge of target culture, difficult vocabulary, too much emphasis on bottom up approach by the teacher, lack of motivation to read on the part of the students, no sufficient preparation in teaching etc. All these challenges, as a whole, make reading text difficult and boring to learners.

There are so many challenges in teaching reading text in EFL classroom of Senior High School such as de-contextualized reading text, difficult vocabulary, difficulty level of text, lack of motivation to read, no reading habit, excessive use of bottom up approach, no sufficient preparation in teaching etcetera. Among them, selection of appropriate reading text and designing task for teaching reading appear main issues. In order to minimize the issue of reading text selection, teachers are suggested to use modified text for less proficient learners and authentic text to proficient learners. Similarly, teachers should design the task dividing the lesson in different stages and providing students suitable activities in each stage so that students can use their knowledge of the world to understand a text.

2.5 Procedure Text

2.5.1. Definition of Procedure Text

“Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”. In writer’s view, procedural text is the text which gives the steps or

procedures on how to do something. Procedure can be meant by instruction, step and way that can be done by someone for doing, making, and arranging something based on the right instructions. In the term of reading text, the purpose of procedural text is to give the manual instructions or steps of making, arranging, and doing something to the readers. So, the readers not only read the whole text, but also follow the instructions based on the right steps that are given in the text.

Procedural texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. assemble a computer). In our perspective, procedural texts range from apparently simple cooking recipes to large maintenance manuals (whose paper versions are measured in tons e.g. for aircraft maintenance). They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, do it yourself and assembly notices, itinerary guides, advice texts, savoir-faire guides, etc.

2.5.2 The Generic Structures of Procedure Text

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the reader. A Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal.

From the explanation above, the writer divides the structures of procedure text into three parts. First structure of procedural text is goal. Here, the writer defines goal as the title sentence (objective) that shows what actually will be done, will be made,

and what will be accomplished according to the text. Then, second structure is materials. Materials are the equipment or also can be defined as utensils which are used to make something based on the text. Finally, the last structure is steps. It is defined as the steps or directions of procedures for making something. The last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

2.5.3 The Language Features of Procedure Text

Based on GheaFaizah's blog, she characterizes the characteristics of procedural text into three parts; that are the use of simple present tense, usually in imperative sentences, like put, mix, don't mix, Then, it also uses temporal conjunction, such as first, second, then, next, finally. Then, the last feature of procedural text is the use of action verb, like turn on, stir, and cook. Based on the explanation above, the writer concludes that the language features can be seen as the characteristics. The characteristics of procedural text consist of:

- a. Using simple present tense or imperative sentence. Ex : stir, mix, pour, prepare.
- b. Using conjunction of temporary. It is as the sign of sequent event.
Example: First, second, then, after that, finally, etc.
- c. Using action verb , example : cook, prepare, add, turn off, etc!

2.5.4 The Examples of Procedure Text

In the article engaging in and exploring procedural writing, it gives the examples of procedural text, such as:

a. Recipes

Recipes with sub-headings – Ingredients; Method; Serving Suggestions.

b. Instructions or manuals.

Instruction; e.g. How to do, use or make something.

On the Oxford Advanced learners' Dictionary, "Recipe is a set of instructions that tells you how to cook something and the items of food you need for it". Recipe is one of the examples of procedural text because it gives the sequenced - instruction of how to cook something, how to make something based on the instructions that are mentioned in a text. Another example of procedural text is instruction manuals. On Cambridge Advanced Learners' Dictionary, a word "Instruction is meant as advice and information about how to do or use something, often written in a small book or on the side of a container. Instruction is like the written text that contains of procedural steps for making or doing something, it is more general than recipe. As the example of procedural text, instruction also has many steps which give the manual or ways to the readers to be used.

2.6 Approach

According to Harmer (2001:78) Approach is the theories about nature language learning that serves the source of practices and principles in language teaching. Approach is very important element in managing students in the classroom.

In teaching reading comprehension there are some approach can be used, they are :

1. Language Experience Approach

It is very difficult for adults to recall what happened when they actually learned things in childhood. They do recall more easily, however, the striking circumstances under which they were supposed to learn things - the classroom seen from a certain desk, a certain teacher's awesome behaviour, the exercise books, the homework, the drills. Most people and many teachers in consequence assume those memorable circumstances to have been the cause of their learning. And become puzzled and uneasy with other less customary, and seemingly unnecessary, explanations such as the "language experience" approach in learning to read. Harker undertakes to establish the validity of each of the underlying assumptions of this approach, and hence to provide a lucid rationale for it. The approach reduces the cognitive confusion that makes learning to read difficult for so many children (confusion that those who are successful soon forget) and ensures that they have a purpose in reading that will render unnecessary a number of traditional but irrelevant compulsions.

2. Communicative Approach

Communicative competence is the core of Communicative Approach. Taken very broadly, communicative competence is the ability to interact well with others, or it is, "the ability to communicate in a personally effective and socially appropriate manner" (Trenholm and Jensen, 1988)

The development of the learner's ability to use communicative strategies may be: 1) by assuming to be transferable from the learner's; 2) by

creating situation and setting tasks (e.g. role play and simulations) which require the operation of planning, execution, evaluation and repair strategies; 3) by using awareness-raising techniques (e.g. recording and analysis of role plays and simulations); 4) by encouraging or requiring learners to focus on and follow explicit strategic procedures as the need arises.

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes referred to as “communicative competence”. Hymes coined this term in order to contrast a communicative view of language with Chomsky’s theory of competence.

3. Affective Humanist Approach

This is a reaction to the general lack of affective considerations in both audiolingualism and cognitive code

- a. Respect is emphasized for the individual (each student, the teacher) and for his/her feelings
- b. Communications that is meaningful to the learner is emphasized
- c. Instruction involves much work in pairs and small groups
- d. Class atmosphere is viewed as more important than materials or methods
- e. Peer support and interaction is needed for learning
- f. Learning a foreign language is viewed as a self realization experience
- g. The teacher is viewed as a counselor or facilitator

h. The teacher should be proficient in the target language and student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

4. Comprehension Based Approach

5. An outgrowth of research in first language acquisition, which led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition.

a. Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously overtime given the right conditions

b. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves.

c. Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately

d. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence

e. Rule learning may help learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.

2.7 Constructivist Approach

According to “Clive Beck and Clare Kosnik”(2006) on their books social constructivism is an approach that encourages all members of a learning community to present their ideas strongly, while remaining open to the ideas of others. It is a passionate approach, involving the whole person: thought, emotion, and action. It is not a relativistic outlook, where just any position will do. Social constructivism is not just an interesting theoretical idea; it can help significantly with challenges and tensions we face in teacher education today.

For example, preservice educators are familiar with the problem of the gap between the university classroom and the school. We believe a social constructivist approach to preservice education has potential to assist with these pressing difficulties, as well as others. A central reason for fostering social constructivism in preservice education is to help make teaching a more attractive and respected profession. That will not happen if we return to a transmission approach.

2.7.1 The Definition of Constructivist Approach

Social constructivist approach is generally feasible in preservice education. As teacher educators face larger classes, heavier teaching loads, higher research and publishing expectations, low teacher morale in schools, and widespread government pressure toward transmission education. The nature of approach by describing recent social constructivist trends in teacher education“(Clive Beck & Clare Kosnik)” :

- a. Knowledge is constructed by learners : All constructivist, whatever their distinctive emphasis, agree that learners construct their knowledge

- b. Knowledge is experience-based : A further reason why learners should construct knowledge is to utilize their rich experience.
- c. Learning is social : The principle that learning is social, on the other hand relates especially to social constructivism
- d. Learning communities should be inclusive and equitable

Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

2.7.2 The Principles of Constructivist Approach

Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs. Cane and Caine (1991) suggest that brain-compatible teaching is based on 12 principles:

1. The brain is a parallel processor. It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.
2. Learning engages the entire physiology. Teachers can't address just the intellect.

3. The search for meaning is innate. Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.
4. The search for meaning occurs through 'patterning'. Effective teaching connects isolated ideas and information with global concepts and themes.
5. Emotions are critical to patterning. Learning is influenced by emotions, feelings, and attitudes.
6. The brain processes parts and wholes simultaneously. People have difficulty learning when either parts or wholes are overlooked.
7. Learning involves both focused attention and peripheral perception. Learning is influenced by the environment, culture, and climate.
8. Learning always involves conscious and unconscious processes. Students need time to process 'how' as well as 'what' they've learned.
9. We have at least two different types of memory: a spatial memory system, and a set of systems for rote learning. Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.
10. We understand and remember best when facts and skills are embedded in natural, spatial memory . Experiential learning is most effective.
11. Learning is enhanced by challenge and inhibited by threat . The classroom climate should be challenging but not threatening to students.
12. Each brain is unique. Teaching must be multifaceted to allow students to express preferences.

In facilitating teachers' understanding of constructivism, Brooks (1993) presents an extensive list of constructivist teaching practices. They conceive of a constructivist teacher as someone who will:

- a. encourage and accept student autonomy and initiative;
- b. use a wide variety of materials, including raw data, primary sources, and interactive materials and encourage students to use them;
- c. inquire about students' understandings of concepts before sharing his/her own understanding of those concepts;
- d. encourage students to engage in dialogue with the teacher and with one another;

2.7.3 Teaching Procedure Text through Constructivist Approach

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- **Experimentation:** Students individually perform an experiment and then come together as a class to discuss the results.
- **Research projects:** Students research a topic and can present their findings to the class.

- **Field trips:** This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- **Films:** These provide visual context and thus bring another sense into the learning experience.
- **Class discussions:** This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.^[2]

Constructivist approaches can also be used in online learning. For example, tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge. A contrast between the traditional classroom and the constructivist classroom is illustrated below:

The Traditional Classroom

- Begins with parts of the whole—Emphasizes basic skills
- Strict adherence to fixed curriculum
- Textbooks and workbooks
- Instructor gives/students receive
- Instructor assumes directive, authoritative role
- Assessment via testing / correct answers
- Knowledge is insert
- Students work individually

2.8 Previous Research

Here are some previous researches about Constructivist Approach:

1. Oguguo (2015) conducted a research Entitled “*Effect of Constructivist method of teaching on students’ Achievement in financial Accounting*”: issue and challenges for accountancy education development on students’ academic achievement in financial accounting: a quasi experimental research. The result of this study showed that constructivist approach of teaching has positive influence on students’ achievement in financial accounting in secondary school in Owerri education zone. In addition, in a constructivist classroom environment, students work primarily in groups and learning is interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas.

The difference Oguguo research with the writers research was Oguguo applied on students academic achievement in financial accounting on writing , and my research proposal was applied on reading by vocational high school grade 10th.

2. Hussain (2012) conducted a research entitled “*Use of constructivist Approach in Higher Education*” : An instructors’ Observation : Qualitative research methods for the third grade of Senior High School. The result of the study showed that it enhanced their communication skills to convey ideas and viewpoints appropriately. They became extrovert and expressive. They shared learning experiences with each other and sought

help from teachers when needed. They desired to contribute to their learning community.

The similarity of Hussain research with the writer's research was to build up knowledge that a student already has. The difference Hussain research with the writer's research was Hussain applied on social learning students of University students. And my research was applied on Vocational High School grade 10th.

2.9 Conceptual Framework

Teaching reading comprehension is a difficult task to do since the students come from various ages, education background, experience, and language. Regarding to solve that problem, many approaches are created to teach reading comprehension, such as : Basal Reader Approach, Literature Based Approach, Language Experience Approach, natural Approach and Constructivist Approach

However in this research the writer focused to investigate the effect of Constructivist Approach (CA) towards students' reading comprehension. Constructivist Approach (CA) was founded on the theory that reading and comprehending written language are extensions of listening to and understanding spoken language. The essential of this approach is "experience". The experience of the children is the basic of reading material because it widely believed that everything that students read in early reading instruction should be as relevant to them as

possible and certainly as the children's own language is the most meaningful of all them. Thus, the most suitable genre text for this approach is procedure text.

By applying this approach, the writer expected that the students can get the advantages to increase their reading comprehension skill on on Procedure text and consequently can rise their scores in reading comprehension. Thus, this study emphasized in investigating Constructivist Approach, wheter it significantly affect the students' reading comprehension or noit in reading procedure text by collecting the score.

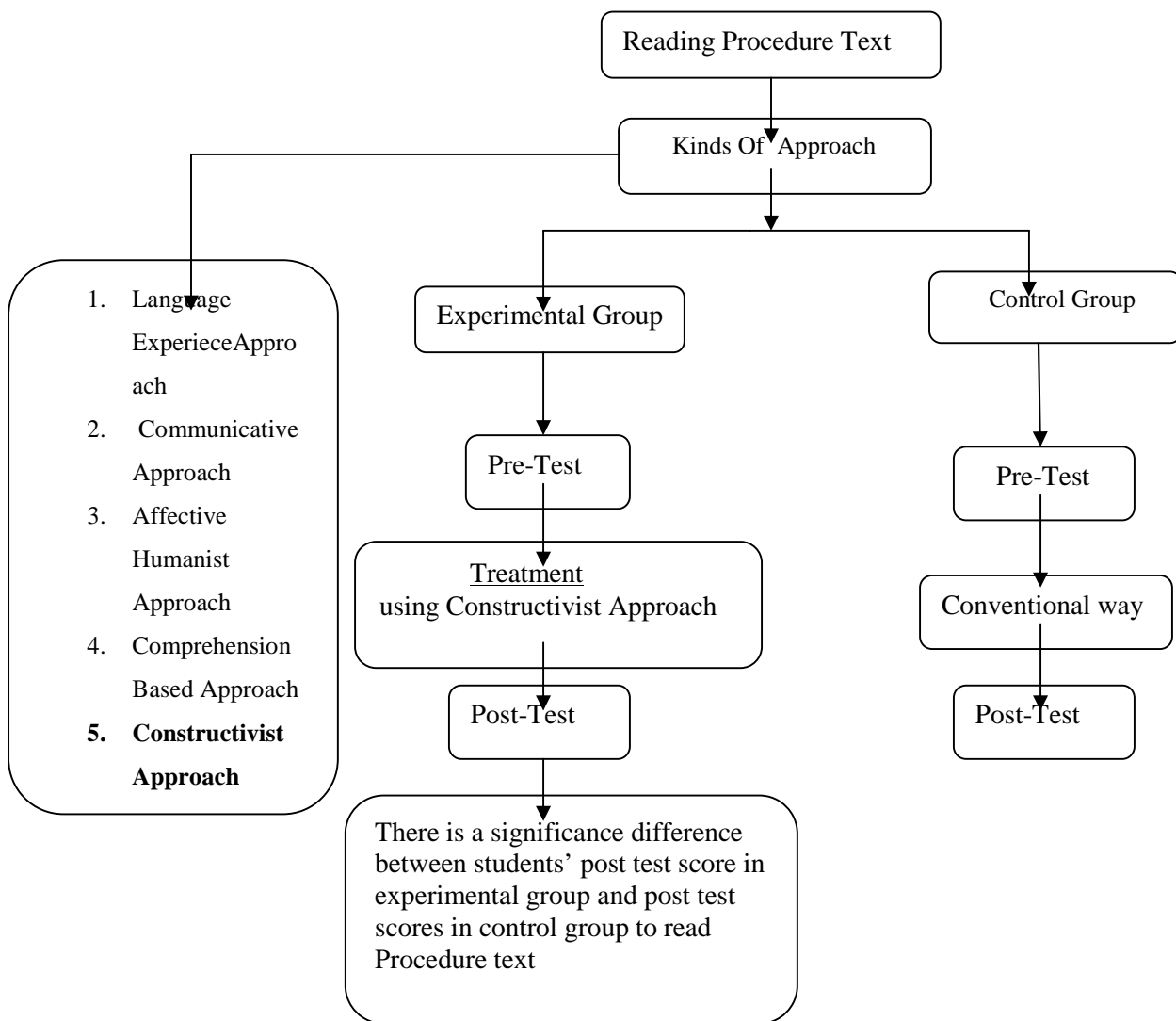


Figure : 2.1 Conceptual Framework. Constructivist Approach on students' Reading Comprehension (Simbolon, FebryaniGrace 2018)

CHAPTER III

METHDODOLOGY OF RESEARCH

3.1 Research Design

The design of this research used a quantitative research. Quantitative research method are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (Leedy 1993).

To collect the data, the writer used two classes. They are experimental class and control class. The experimental class which received treatment by using

Constructivist Approach (CA), while the control class would be taught by using traditional way. Schematically, the quasi-experimental design can be depicted as follows:

Pre- Test	Treatment	Post- Test
Experimental Class	Constructivist Approach (CA)	Experimental Class
Control class	Without Applying CA (Conventional Strategy)	Control Class

3.2 Population and Sample

3.2.1 Population

Population is defined as any group or individuals that have one or more characteristics in common that are of interest of the researcher, while samples are a small proportion of a population selected for observation and analysis (Khan and Best, 1995, p.13). Since quasi-experimental design does not include random selection of subjects, the sample of this study was chosen purposively, based on the same number of students and absence of significant difference between scores of the two groups. The difference were determined by the independent t-test. In this research, the population were tenth grade students of Vocational High School in Doloksanggul : SMKN 1 Doloksanggul.

3.2.2 Sample

The sample of this research were 2 classes, they will be (Accounting II and Designer II) by random sampling that used one for experimental class and one for control class (Accounting class experimental class and Designer as control class). The sample was chosen by random sampling technique because it will be easier and fair to apply since it will give all the individuals an equal chance to be chosen. The total numbers of the sample were 70 students.

3.2.3 The Pre- Test and Post-test

The Pre-test was given before the treatment, and the Pre-test was given to both experimental class and control class. And The post test will be done after treatment has been taught. the post test was given to both experimental class and control class. They were tested by the same question and instruction to find out the mean score of experimental class and control class in order to know the effect of Constructivist Approach towards reading comprehension.

3.3 Instrument For Collecting Data

Research instruments were used by researcher in order to obtain relevant data to researcher's project and there are many alternatives from which to choose (Wilkinson & Birmingham, 2003, p. 3). The data were collected to answer research questions of the study. There were two kinds of research instruments were utilized in this study, pre-test and post-test, and on this research, the researcher used the multiple choice test. At the Pre-test, Post-test the writer used multiple choice, then the students' were answer the test given by the writer. Based on those

instruments, the data collections we were analyzed to determine whether Constructivist Approach enhance students' reading comprehension. The test was intended to examine the validity, reliability, and difficulty of the items that was administered in experimental and control group.

The pre-test and post-test were conducted to generate scores that were analyzed to find out whether or not Constructivist Approach is effective to enhance students' comprehension in reading procedure texts. The pre-test was conducted to both experimental and control group before the treatment, in order to measure students' initial ability of reading procedure texts. On the other side, the post-test will be conducted to both groups after the treatments, in order to see whether or not there is an enhancement on students' comprehension of reading procedure texts.

Table 3.1 :_The Schematic Of Teaching Schedule

Day/Date	Activities	
	Experimental Group	Control Group
-	Pre-test	-
-	-	Pre-test
-	Recipes food	-
-	-	Recipes food
-	Recipes (Drink)	Recipes (Drink)
-	Review	Review
-	Post-test	-
-	-	Post-test

3.4 The Procedure Of The Research

Generally, the research procedures are:

1. Organizing the Teaching Procedures

In organizing teaching procedure, the researcher was served as the teacher and facilitator for both experimental and control groups. The teaching procedure were organized into two steps. The first step was preparing appropriate materials for the teaching and learning processes during the treatment. The second step was organized teaching procedure in experimental and control group. The teaching procedure in experimental group employed Constructivist Approach and in control group employed the Teacher-centered Approach in which learners mostly only listen to the teacher's explanation and do the exercise.

2. Organizing the Research Instrument

Organizing the research instruments includes creating the test item for both pre-test and post-test and constructing open-ended questions for the interviews.

3. Testing the Reliability of the Pre-test and Post-test through the Post Test.

the reliability. Moreover, it was intended to see the difficulty index of items.

4. Administering Pre-test to Experimental and Control Group

Administering pre-test to experimental and control group were conducted before conducting the treatment in order to portray the initial ability of reading procedure texts.

5. Conducting the Treatment

The Constructivist Approach was conducted in the experimental group, on the other hand the teacher-centered were carry out in the control group. It was aimed at finding out whether or not there is a significant difference between students' scores which were given Constructivist Approach and students' scores which were not. Hence, the effectiveness of the Constructivist Approach could be measured. Further information related to example of the process in conducting the treatment of both groups is elaborated below:

a. Treatment 1

In the experimental group, the first treatment used students' prior knowledge. In learning through Constructivist Approach, Constructivist teachers are not monologue teachers who just teach completely new lessons. Rather constructivist teachers have the role of guides for the students and provide their students with opportunities to test the adequacy of their current understandings (Hoover, 1996). In this stage, the researcher

who also act as the teacher showed pictures of two famous chefs in Indonesia. Teacher asked some questions in relation to the chefs that was guide students to the procedure text, such as: “Who are they?”, “What do they do?”, “What were you read if you want to cook delicious food like the chefs?”. After the interactive interaction that was remind them to recipes that they have ever read, students asked to play a game using food recipes, namely “Fly and Arrange Me” Therefore, teacher was divided the students into six groups in which there will be one high achiever in each group. When students will play the game, teacher will take the role as the guide on side to control the students’ participation. The roles of constructivist teachers are to control the situation during the learning activity, and to guide the students to use their experiences and prior knowledge. After each group finish arranging the recipe of a food, then they were discuss their result in front of the class. The discussion includes the structure of the recipe, the ingredients, and also the taste of the food. In this stage, teacher was given further information or correction about the group results to all students. In the control group, the Teacher-centered Approach were applied. At the beginning of the lesson, teacher will read procedure text of food recipe from a textbook, “Developing English Competencies for Senior High School Grade X”. Then, teacher asked three students to read loudly three food recipes in turn. After that, teacher was translate to them the difficult vocabulary and explain the generic structure of procedure text while students listen and take a note. In teacher-centered Approach,

students put their focus on the teacher, so that the activity asks the students to be quiet and exclusively listen to the teacher's talk. Next, students asked to answer questions individually from the text book about the food recipes that they will read. Then, the teacher was given the answer on the board and asked the students to check their answer.

b. Treatment 2

The topic of the second treatment is about drink recipes. In the experimental group, firstly, students and teacher were discuss what they were learn in the previous meeting. After that, the teacher showed some sacks of instant coffee and milk. The conversation about the pictures revealed that they were taught procedure text of drink recipes in Senior High School. It means that the use of students' learning history which is one of the CA principles existed. Moreover, the social history of the students is important in the implementation of CA because the process when the past meets the new experience was help students be easier to remember the material. Then, students will ask to play a group game, namely "Run for Your Life". In this activity, the teacher will read the definition of key word for the drink recipes, then, the students in each group will discuss the answer and will chose one key word card provided on their table then ran to the front and stuck it. This game was involve students' interaction which is important in CA. Thus, group work is necessary to be implemented. After students and teacher check the works, students asked to complete a procedure text using the key words that they

had got in Run for Your Life" game. Meanwhile, teacher checked the discussion of each group to ensure that all members of the group will learn. It were showed the role of constructivist teacher as the guide and facilitator. At the end, all groups were discuss the answer together with the assistance of the teacher.

The topic for the second meeting in the control group were similar with the experimental group, which was about drink recipe. At the beginning of the lesson, teacher will explain again what they were learn previously. After that, teacher were ask the students to open a page of a textbook and ask two students to read the texts loudly. Next, teacher were translate the unknown vocabulary for the students and ask them to take a note. Then, teacher were ask the students to do the exercises about the drink recipes and were fill the gap of the text. Finally, teacher were check their answers. Moreover, teacher in this approach does not allow students to express themselves and ask questions because teacher takes full control of the classroom.

3.5 Technique of Collecting the Data

1. scoring the pre-test of experimental and control group
2. scoring the post-test of experimental and control group
3. comparing the mean of the two groups
4. analyzing the data by using the t-test formula as :

$$T = \frac{M_x - M_y}{\frac{s^2 + y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}$$

In which :

M_X : mean of experimental group

M_Y : mean of control group

X : the deviation square of experimental group

Y : the deviation square of control group

N_X : the total number samples of experimental group

3.6 The Reliability of the Test

The reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary, et al 2010;236).

To obtain the reliability of the test, the researcher used Kuder Richardson 21 formula (KR²¹) as the following :

$$R_{xx} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where :

r_{xx} = reliability of the whole test

K = number of items in the test

S^2 = variance of the scores (squared standard deviation)

M = mean of the scores

The categories of coefficient correlations are as the following :

0.00-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-1.00 = the reliability is very high

3.7 Technique for Analyzing The Data

The researcher used T-test in order to find out the difference mean of the scores between experimental and control group as following :

$$T = \frac{M_x - M_y}{\frac{\sum d_x^2 + \sum d_y^2}{N_x + N_y - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

Notes : t : the effect

M_x : the mean of experimental group

M_y : the mean of control group

$\sum d_x$: the sum of standard deviation of experimental

$\sum d_y$: the sum of standard deviation of control group

N_x : the total sample of experimental group

N_y : the total sample of experimental group

3.8 The Procedure of Analyzing the Data

The procedures in analyzing data were done as following :

1. Find out the mean score of each group by using :

$$M = \frac{\sum d}{N}$$

Where : M = mean

$\sum d$ = total score

N = sum of students

2. tabulating the data for control group and exeperimental group
3. comparing the score of pre-test and post test by using t-test
4. conclude the findings and answer the hypothesis

3.9 The Hypothesis

Hypothesis is defined as a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. It also limits the focus of the investigation to a definite target and determines what observations are to be made. However, the most common hypothesis is the null hypothesis which states that there is no difference between the outcome of experimental and control group. Meanwhile, the alternative hypothesis is the opposite of the hypothesis null. Therefore, the hypotheses of this study are as follow:

- H_0 = There is no significance difference between students' post-test scores in the experimental group and students' post-test scores in the control group.
- H_A = There is a significance difference between students' post-test scores in the experimental group and students' post-test scores in the control group.

