

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is the process of facilitating learning, or the acquisition of knowledge, skills, value, beliefs, and habit. Education is about teaching which means helping people to learn how to do things and support them to think about what they learn. In teaching and learning process, it takes the communication that connects the teacher with the learner in sharing and getting the information that is by using language,

There are more than hundreds of languages in the world. One of them is English. English has become the most global language, the lingua franca of business, science, politics, music and education. In Indonesia, English is a foreign language that has become one of the compulsory subjects in schools from elementary school to university level. This is applied to achieve the goals of widespread learning, as expected that students will be able to communicate with a wider scope, namely by using international languages. English has four skills in it, i.e. reading, writing, listening, and speaking. Students are expected to be able to master the four skills to achieve goals in a good communication.

Reading is one of the skills that must be mastered by students in English. To master reading skill the students need to acquire it. The aim of teaching reading is to make students able to read the text effectively and efficiently. Harmer (1996:183) states “Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then works for the significance of these message”. It means that reading not only looks at the written words but also understand what those mean.

Based on the experience of researcher in doing Teaching Practice (PPL), there are many students who do not like reading at SMK Negeri 5 Medan and the students have difficulty to understanding the meaning from a text. This occurs because it is influenced by two things. The first is because of the lack of students' motivation to read, and the second is the most of teaching-learning processes used the classic method such as General Translation Method (GTM). This classic method makes the teaching process become monotonous. The monotonous processes influence the students become bored, so most of bored students have a lower score in reading.

The student is considered successful in passing English if he can achieve the minimum standard criteria score (KKM) that determined by the school which in this case is 75. Then for students who are unable to obtain the KKM will get unsatisfactory results because they failed in the English subject. Based on preliminary research at eleventh grade students of SMK N 5 Medan, the researcher found that many students had problems in learning English especially in Reading. The students difficult to understand the meaning of the text when the researcher asked the students to read a text and make the conclusion. To support the statement above, the researcher gave them reading test to know the students' score. The students' score can be seen as the following table:

Table 1.1

Students' Observation Score at Eleventh Grade of SMK N 5 Medan

No.	Student' Initial	Score
1.	AS	60
2.	DN	50
3.	EN	75

4.	FS	20
5.	GD	65
6.	JN	85
7.	JL	60
8.	LW	60
9.	MM	40
10.	NL	40
11.	RS	30
12.	RM	70
13.	RL	80
14.	SS	65
15.	SPS	20
16.	SIP	50
17.	SM	50
18.	SP	75
19.	YS	60
20.	RS	40
Average		1100

$$\text{Nilai rata - rata} = \frac{\text{Jumlah Nilai}}{\text{Banyaknya Data}}$$

$$\text{Nilai rata - rata} = \frac{1100}{20} = 55$$

So, from the data above it can conclude that students' ability in comprehend the reading text still lack, with the mean score 55. Meanwhile the minimum score (KKM) that they have to reach is 75.

In an attempt to overcome the problem, the researcher desire to attract students' interest in reading using modern and more interesting ways. The researcher want to avoid the way that conventional educators always use, where students only read when they are given assignments, so that the students become incapable of absorb the information from what they read.

Therefore the researcher desire to provide solutions to the problems by teaching using strategies. The strategy that will be used in this research is the Making Connections Strategy. This strategy is suitable for developing students' interest in reading, by inviting students to

actively participate in reading activities and also make students think more widely by connecting the text to their prior knowledge, each student has a different connection between the text that they read to the knowledge that they have, so that students do not have the opportunity to become bored.

Tovany (2000:68) claim that the students become bored in reading because they have no connection with the text. They have difficulty getting the main information from the text because they think they don't know anything about the topic and it makes them quickly abandon the text. And then, According to Moreillon (2007:21), in the process of activating background knowledge, educators and students engage in storytelling that builds connections. While this strategy aids comprehension, it also offers the additional benefit of developing community; getting to know classroom teacher colleagues as well as students more fully is an enriching side benefit of collaboratively teaching the background knowledge comprehension strategy.

Based on the explanation above, the writer will conduct a research entitled "Improving Students' Reading Comprehension by Using Making Connections Strategy at the Eleventh Grade of SMK Negeri 5 Medan."

1.2 Problem of the Study

Based on the background of the study above, the problem of the study is formulated as the following:

"Does Making Connections Strategy improve students' reading comprehension of the eleventh grade students at SMK Negeri 5 Medan?"

1.3 Objective of the Study

Based on the formulation of the problem above, the objective of the research is to find out whether students' comprehension in reading can be improved if they are taught by applying the making connections strategy.

1.4 The Scope of the Study

There are many kinds of strategy in teaching reading comprehension; they are Making Connection (activating background knowledge), Using Sensory image, Questioning, Inferring /Making Prediction, Determining Main Idea, Using Fix-up Option, and Summarizing. In this study, the researcher will focus in applying Making Connections strategy that intends to know the improvement of students' comprehension in reading.

There are several kinds of text that can be found in reading, namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The text that will be use is Analytical Exposition, with some generic structure like Thesis, Argument and Reiteration/Conclusion. This research will be expected to improve students' reading comprehension in XI DPIB 2 students of SMK Negeri 5 Medan.

1.5 The Significant of the Study

The results of this research are expected to be useful:

1.5.1. Theoretically

- 1) the result of research can become a new perspective in teaching reading to the researcher for further study
- 2) The result of this study expected to be able to enrich and enhance the theory of Making Connections strategy on Students' Reading Comprehension.

- 3) The result of study can be a new model in research analysis in teaching reading for learning English and expected to be useful for the students to improve their reading comprehension

1.5.2. Practically

- 1) For teacher, to provide recommendation to increases teaching reading better, and can be used as a reference for English teacher who wants to improve their students' reading comprehension.
- 2) For students, to give information to the students to improve their comprehension on Reading.
- 3) For Researcher as experience in writing thesis and the writer can increase her knowledge about teaching reading comprehension using Making Connections strategy.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, the writer will discuss some concepts which are related with reading comprehension and making connections strategy. The purpose is to give clear concept of reading comprehension and strategy to avoid misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the research.

2.2 Definition of Reading

Grellet (2010:8) claim that Reading is an active skill where there are some metacognitive process happen during reading such as guessing, predicting, checking, and asking oneself questions.

The explanation above means that students do not only read the sentences of the text, but they have to get some clues or idea to comprehend the meaning of the text by relating their background knowledge with new words or information in the text. Therefore, the mastery of reading comprehension is the main point which can measure whether the students can be successful or not in learning language, particularly English.

Another definition of reading is provided by Patel and Jain (2008:113) that reading is an important activity in our daily life to update our knowledge. Reading is important for academic success; by reading, one does not only to get new information but also combining the previous one and therefore extending knowledge. Moreover, Harmer (2010:99) argued that Reading is useful for language acquisition. Provide the students more or less understand what they read. The more they read, the better they get all it.

Based on the definition above, it can be concluded that reading is an active skill that involves a process of connecting between the readers with the text. In reading activity, the reader can retrieve information or messages from the text by connecting the text with their background knowledge so that it can expand their insight and also it can affect the reader's language acquisition because the more they read and connect it with their prior knowledge, the better they are in processing the information.

2.2.1 The Purpose of Reading

Harmer (1998) cited in Aryanti and Anggaira (2016:62), suggest that there are two main purposes for reading:

1. Reading can be an exposure to English for language students. At the very least, some of the language functions (vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts) stick in the students' minds by a reading text as part of the process of language acquisition. For example, students obtain instructions on how to perform some tasks for daily life by reading an English text related to the topic.
2. Good reading texts can attract students' interest to stimulate discussion and excite imaginative responses, and fascinating lessons. The students can gain enjoyment and excitement by reading English texts. For example, when they need to play a game, act in a play, or do a puzzle, they have to read the instructions first. Besides, the students can find some information about what is happening or what has happened.

Nunan (1989:34) proclaim that there are some purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life.
3. To act in play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspapers, magazines, reports).
7. For enjoyment or excitement.

2.2.2 Types of Reading

Brown (2004:189) announces that there are several types of reading. They are:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied. The example of perspective reading is narrative text.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, and multiple choice. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used. This selective reading type can use short narrative and descriptive text as the example.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary. The Typical genres that lend themselves to interactive reading are anecdotes, short narratives and

descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books, in order to assess global understanding of a text rather than the understanding of minute detail.

2.2.3 Factor Influencing Reading

Reading is a complex activity. It is influenced by some factors. Based on Alderson (2000:32), there are two main constellations of variables that influence reading. They were reader variables and text variables.

1. Reader variables

Alderson (2000:32) states that research has looked at the way readers themselves affect the reading process and product. The reader variables including several points.

1) Knowledge

When readers read a text, they integrate the new information from the text into their pre-existing schemata. Schemata are seen as interlocking mental structures representing reader's knowledge. The knowledge is included readers' abilities. These abilities are not only about to learn new knowledge, but also abilities to process information.

2) Motivation

Motivation is an important role in the teaching and learning process. Alderson (2000:53) says that readers who have lack of motivation to read or to spend time improving their ability to read was one of the reason of poor readers. Of course, the problem is how to improve readers' motivation to train the students to be the good readers, not poor readers.

3) Reason

Reasons are closely related to the motivation. The reader's motivation to read is always influenced by the reasons why the readers read a certain part of a text. For example, if the readers want to get understanding of a general idea, they will pay less attention to the details of the text. It means the readers only have motivation or interest to know the general idea and ignore the details of the text.

4) Strategies

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process the text efficiently. Another reader variable also include the stable characteristics of readers, like sex, age and personality, and physical characteristics, like eye movements, speed of word recognition, and automaticity of processing.

2. Text variables

Alderson (2000:61) states that the other variable of the reader-text interaction is the text itself. Many aspects of the text might facilitate or make difficulties the reading process. Those factors range from aspects of the text topic and content, text types or genres, text organization, sentences structure, layout, the relationship between verbal and non-verbal text and the medium in which the text is presented.

2.3 Reading Comprehension

Snow (2002:11), states "reading comprehension is a process extracting and constructing meaning through interaction and involvement with written language". Based on this definition, we believe that through interactive activities is much easier to comprehend the readings. Where

by relating to written language the reader can easily recognize the structure of the text or the sequence of events that are in the text so that it is able to master the overall meaning of the text.

Linse (2006:71) add that the aim of reading is comprehension. She says that “reading comprehension refers to reading for meaning, understanding, and entertainment.” People read the text not only to get information, but also to learn from texts, integrate information, critique texts, even to get pleasure.

Another definition about reading is provided by Mikulecky and Jeffries (2007:74), comprehending what students’ read is more than just recognizing and understanding words. True comprehension means making sense of what the student read and connecting the ideas in the text to what the students already know. It also means remembering what the students have been read. In other words, comprehending means thinking while the reading process by the students.

From the statement above, reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

2.3.1. Level of Reading Comprehension

Richards and Schmidt (2010:483) claim that there are four types of reading comprehension often distinguished based on reader’s purpose and types reading used. These are the levels of reading comprehension, as follows:

- 1) Literal Comprehension

Reading is in order to understand, remember or recall the information explicitly contained in a passage.

2) Inferential Comprehension

Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring.

3) Critical Comprehension

Reading is in order to compare information in a passage with the reader's own knowledge and values.

4) Appreciative Comprehension

Reading is in order to gain emotional or the kind valued response from a passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. In the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information. The last, in appreciative comprehension, the reader is required to have emotions towards the text or the passage that is read, so as to be able to give an understanding of what is actually meant in the text.

2.4 Kinds of Text

Genre refers to the kinds of the text, which describes the general of the text. Gerot and Wignell (1994:188) categorize types of genre into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

2.5 Analytical Exposition

Exposition is a type of oral or written discourse that is used to explain, describe, give information or informs. In exposition text divided into two analytical exposition and hortatory exposition. Two kinds of exposition text are analytical exposition and hortatory exposition. In this case, the researcher just focuses on analytical exposition. According to Mulya (2010: 95), analytical exposition is a text which persuades the readers or a listener that something is the case, gives a point of view, and confirms what is claimed. Priyana, Riandi, and Mumpuni (2008: 58) states that Analytical exposition text is a text that proposes or suggests a certain topic which may only be pro and contra, not both. In addition, Anderson (1997:122) say that an analytical is a piece of text that present one side of an issue.

The Generic Structure of Analytical Exposition Text

1. Thesis : Introduces a topic, outlines main idea or point of view to be presented (thesis statement).
2. Argument : Provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be the further description, analysis, justification, giving example, comparing and constructing.
3. Reiteration : Restates the position, perhaps with some emphasis.

In Analytical Exposition, there are some special grammatical features that follow the text:

1. The use of present tense

2. Focus on generic human and non-human participant
3. The use of mental verb are used when expressing opinions
4. The use of words that link to arguments
5. The use of compound and complex sentence
6. The use of modal and adverbs

Clearly, the generic structure of Analytical Exposition text can be seen as following example.

The Importance of reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc. written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Furthermore, reading can give us pleasure too. When we are tired, we read books, newspaper, or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

Finally, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs it to get knowledge, information, and also entertainment. Or in summary we can say reading is truly important in our life.

2.6 Teaching

Brown (2000:7) states that Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand.

Teaching processes are often regarded as transferring knowledge and sharing experiences through a scientific discipline that develop someone's intellectual and provide a stimulus to psychological growth of a person by another. Where teaching activities are designed based on learning principles, and the learning process must be student-centered and ensure that teacher can support and guide them in their active and independent creation of new knowledge.

2.7 Teaching Reading

Based on Leisak (2015:3) teaching is a process of educating both students as participants and for the teacher itself. Where, the main purpose of teaching is to foster progress in knowledge and support students to keep learning. Moreover, According to Bahri and Rohiman (2018:151) the aim of teaching reading in English language classroom is to develop students' skill that they can read English text effectively and efficiently. For the purpose, readers should know exactly the purpose of reading before they start. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, etc. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In teaching reading, a strategy is necessary for the students particularly before reading to stimulate their interest and also their background knowledge to make them comprehend the text easier. Students could use reading strategy to make their reading efficient and effective. The fact that most English Teacher in non-English speaking country uses their mother tongue while they are teaching may become an issue in the class.

2.8 Reading Strategy

Brown (2000:113) states that Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one - or several in sequence – for given problem.

Moreover according to Nunan (1999:171), strategies are the mental and the communicative procedures learners use in order to learn and use language. It means that strategy needs mental and communicative procedures to concerning target especially in reading because strategy in reading is important that make the readers become proficient to consider an intervention. The target of reading strategy is to make it easier for students to understand the contents of a text and help students become expert readers in a way that is easy to understand, so they can achieve independence and can develop their way of thinking and understanding of a text more deeply.

Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. Based on Zimmermann in Moreillon (2007:11) there are seven strategies in reading comprehension, they are:

1. Activating or building background knowledge

Activating background knowledge is very important. The reader’s background knowledge plays an important role in the reader’s abilities to comprehend the text. In the process of comprehending, the reader relates the new information presented by the author to old information stored in the reader’s mind (Cooper, 2000:12). When the reader can connect what he or she is reading with something already known or understood, background knowledge is being

utilized to make sense of the new information, this strategy also known as Making Connections Strategy. The teacher has to help the students to explore what they have known about the text.

2. Using sensory images

Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

3. Questioning

This strategy allows the students to have practice to make questions and answer by them. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

4. Making predictions and inferences

The teacher should emphasize that prediction is a major factor in reading. Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. Before the students reading, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily. In differencing, the reader has to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

5. Determining main ideas

Information is only a set of facts until someone determines its importance, internalizes it, and turns it into knowledge through use. Main ideas are always dependent on the purpose of a

reading. The students that want to get the main idea must be able to distinguishing what is most important from what is somewhat or less important requires them to pass new information through their prior understandings.

6. Using fix-up options

Fix up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for the students in reading a text. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

7. Synthesizing

Synthesizing is putting it all together. Unlike a summary, which is just the facts and only the facts, synthesis goes a step farther. It is composed of the main ideas as selected by the reader, but through the selection process the reader analyzes the information he has gathered and filters it through his own interpretation. Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and add their own interpretations.

2.9 Making Connections

Samaie (2014:15) states that making connections is a strategy that uses in order to enhance reading comprehension; readers may relate their previous learning and background knowledge to the text. Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. Struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials (Draper, 2010:6).

Moreover according to Tovani (2000:73) making connections is a reading strategy that can help students comprehend the text and help them repair confusion in reading by connecting with their background knowledge. Making connections make the superficial student's connections will become more sophisticated.

From the two statements above, it can be concluded that making connections strategy is a reading strategy that helps students understand the text more deeply through the background knowledge that they have. The students as readers will not read a text only to finish the assignment, but read text to obtain information and comprehend the text better by connecting it with their prior knowledge.

2.9.1. Types of Making Connections

According to Keene and Zimmermann in Morreilon (2007: 27) there are three types of connection, they are:

1. Text-to-Self Connections

Text-to-Self is the connections between the text and the reader's experiences and memories. The more experiences and memories a reader has about a topic, the easier the material is to read. Text-to-Self Connections require that educators know the children in their care and be familiar with students' home lives and local communities. Classroom teachers often bring a deeper knowledge of individual students to the classroom-library collaboration. Through collaboration, classroom teachers and teacher-librarians can connect children's background knowledge with a rich array of children's literature and resources, thereby providing readers with exceptional opportunities for making connections based on the familiar experiences of the students themselves.

2. Text-to-Text Connections

Text to text is the connections the reader makes between two or more types of texts. The reader may make connections relative to plot, content, structure, or style. When educators make effective connections between children's home and school lives, and as children build their school-based background knowledge, learners can be guided to make connections between texts. In a broad sense, a text can be any communication from which a person makes meaning. This includes all forms of paper-based documents as well as oral communication, visual images, and electronic resources. This view of a text offers learners a wide range of possible sources for making connections. When children begin to notice commonalities between texts situated both inside and outside of school, they may begin to find more relevance in their school-based learning experiences.

3. Text-to-World Connections

Text to world is the connections the reader makes between the text and what he knows about the world (facts and information). With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with larger life issues. These topics often include social and political problems related to historical or current events.

2.9.2. Advantages of Making Connections Strategy

As it is proposed by Tovani (2000:73) Making Connections Strategy has some advantages that can help the students understand the text. Below, seven advantages are presented.

1. Relate to characters.

They understand how characters are feeling and the motivation behind their actions. Readers also learn about themselves and can ponder how they might react in a similar situation.

2. Visualize.

They have a clearer picture in their head as they read. They are more engaged and thus have a tendency to continue reading.

3. Avoid boredom.

They will be less likely to become bored while reading. The reading will be more enjoyable.

4. Pay attention.

They have a purpose for reading, which keeps their mind from wandering. 5. Listen to others.

They are curious to see how other readers are connecting to the text. They become more interested in others' opinions.

6. Read actively.

They are forced to do more than “bark” at print. They become actively involved in the reading.

7. Remember what they read.

They tend to remember what it is they are reading because the reading has become personalized.

8. Ask questions.

Question often leads to inferences.

While based on Wahyuni's (2016: 181) there are several advantages of making connections strategy in improving students' reading comprehension:

1. Making connections strategy increases student's critical thinking because they do not only read the text literally, but they have to make connections their previous knowledge to the text. (Harvey and Goudvis, 2007:15).
2. By applying making connections strategy, students are trained to always involve their background knowledge whenever they read every kinds of text.(Harvey and Goudvis, 2007: 101)
3. Making connections strategy will make reading activity more fun and interesting for the students (Richardson, et al:122)
4. Through text-to-self connections, students will understand more what the writer wants to tell because they also involve their feeling toward the event in the text because they have been in the same situation with the event in the text (Harvey and Goudvis:95)
5. Text-to-text connection will help students in linking what they have read from other texts such as from other lesson, newspaper, articles, and so on to the information on the text. It is helpful to make students always remember what they have already read and learned (Harvey and Goudvis: 96-97; Richardson, et al:122).

2.10 Previous Study

In order to improve understanding to this research that focus on the reading comprehension, the researcher present some relevant studies. The study about using strategy in teaching learning process has been conducted by several researchers. In this case, the researcher takes previous research from Journal *"Using Making Connections Strategy in Teaching Reading Comprehension At Senior High School"*. This research was conducted by Wahyuni (2016). The purpose of this study is to guide teacher in implementing making connections strategy to improve students' reading comprehension and motivate students to read by making students more active in connecting text with their background knowledge, because it can makes students more interested in reading and understanding meaning of the text better.

The second researches has been done by Muslaini (2017) with title *"Strategies for Teaching Reading Comprehension"*, This research was designed as a descriptive qualitative study. This study was conducted using an action research. This study using the teachers and their students in MAS Jeumala Amal Lueng Putu as the participants. The instruments used were an interview guide and observation sheets to collect data. The finding of the research shows that the teachers who teach English in Jeumala Amal used various strategies to teach reading comprehension. They were both very creative in handling their classes and they made the students actively involved in the teaching-learning for English reading comprehension.

The next study is taken from the English Education Journal *"Improving Students' Reading Comprehension by Using Think aloud Strategy"* conducted by Lilis Sholihah and Jusika Sari in 2018. This study investigated the improvement of students' comprehension by using Making Connections Strategy in teaching reading. This research was conducted using classroom action research that consists of two cycles. Subject of this research is an Accounting Class eleventh grade of SMK Kartikatama Metro that consists of 30 students. The data collected using

pretest and posttest. Based on the teaching and learning activities, the result of pretest until posttest are increased, so this research is success. The conclusion is the implementation of think-aloud strategy can improve students' reading comprehension.

The similarities of these studies are the first, using making connections strategy in teaching students' reading comprehension. Where, they use the strategy to attract students to read in more interesting ways that is by connecting the text with their background knowledge. The second, this study using strategy in teaching reading comprehension and conducted it using action research. This study also uses the senior high school students as the participants. The third is also use vocational high school students as the subject and this study also use strategy in teaching reading comprehension to see if there is an improvement of student if they taught by using the strategy.

In addition to having the similarities, these studies also have the differences. Where the first of this study is more focus on the teachers than the students. This study further discuss whether teachers are able to teach reading comprehension using making connections strategy, and whether the students have an improvement if they taught using this strategy. The second, this study discuss more general strategies that used in teaching reading comprehensions such as SQ3R, Making Inference, Summarizing and others. While the third is this study is different because it used a different strategy to teach reading comprehension.

2.11. Conceptual Framework

As mentioned above, the students should comprehend the reading to make them master on it. Reading is one of skill that must be learned in mastering English, because just like mastering speaking skills, one aspect that supports it is mastering listening skills. Reading is also one aspect that must be mastered in English, because by mastering this skill, students also have

the opportunity to master writing skill, because the more students read and understand what they are reading, the better they write because they have an clear explanation because they already have knowledge of how to write well from what they have read before.

It is also important for students to learn English but they often face difficulties in understanding reading when learning to read. That's happen because the learning process is monotonous. Therefore, it is not surprising that students face difficulties in mastering a reading. Students know reading skill is very important for them to master English, but they often do not have an understanding of how to comprehend and master an overall reading.

For students reading is a tedious activity because basically they do not understand the purpose of the reading context. They only read when they are told to read, not because they have an interest in reading from themselves. Therefore teachers must be creative in choosing ways to teach. They want to improve their ability to understand reading. In learning English as a foreign language, this is an alternative way to increase students to understand the intent of the author to a reader in a reading text.

Teaching reading not only tells students to read a text and then answers the question of the text. but also explains the purpose of the text, explains the content contained in it that makes students understand the context and then can answer the questions given based on their understanding of the reading correctly. In connection with teaching reading, the teacher must present some interesting learning activities so that they can arouse student interest. One way to create interesting teaching and learning activities is to involve students. This can be a student-centered activity rather than teacher-centered. Therefore in this case the teacher can use a number of newer and creative ways of teaching by using teaching strategies.

Teaching strategies are a series of activity plans which include the use of methods and the use of various resources or strengths in learning. Learning strategies have several uses and benefits including those that are served by students about learning how to think better. Also helps the teacher to have an idea of how to help students in their learning activities. This is because students have differences in terms of ability, motivation to learn, the state of socio-cultural background and economic level. This situation is very influential on activities and student learning outcomes to develop knowledge skills and attitudes.

In teaching and learning activities teachers can use several strategies, but one of the strategies that are suitable for teaching reading comprehension is a Making Connections Strategy. Making Connections Strategy invites students to be more active in the teaching and learning process, where each student has to connect the text that they read with their prior knowledge. Where through this, the teacher has the opportunity to become a motivator who invites students to think more widely and connected it to the text that they read. This strategy also invites the student to be more active in talking, because when they connected the story of the text with their background knowledge, they need to talk about it with the teacher to build their comprehension in the reading activity. Therefore, by using communicative activities, the teacher can enjoy the success of being a teacher.

Making connections strategy makes students learn the target language especially in the ability to read without feeling forced to learn it because they feel they have an important role in finding meaning from a reading, actively participating in expressing their opinions which will make them not drowning in boredom.

Teaching Reading Comprehension

Problem

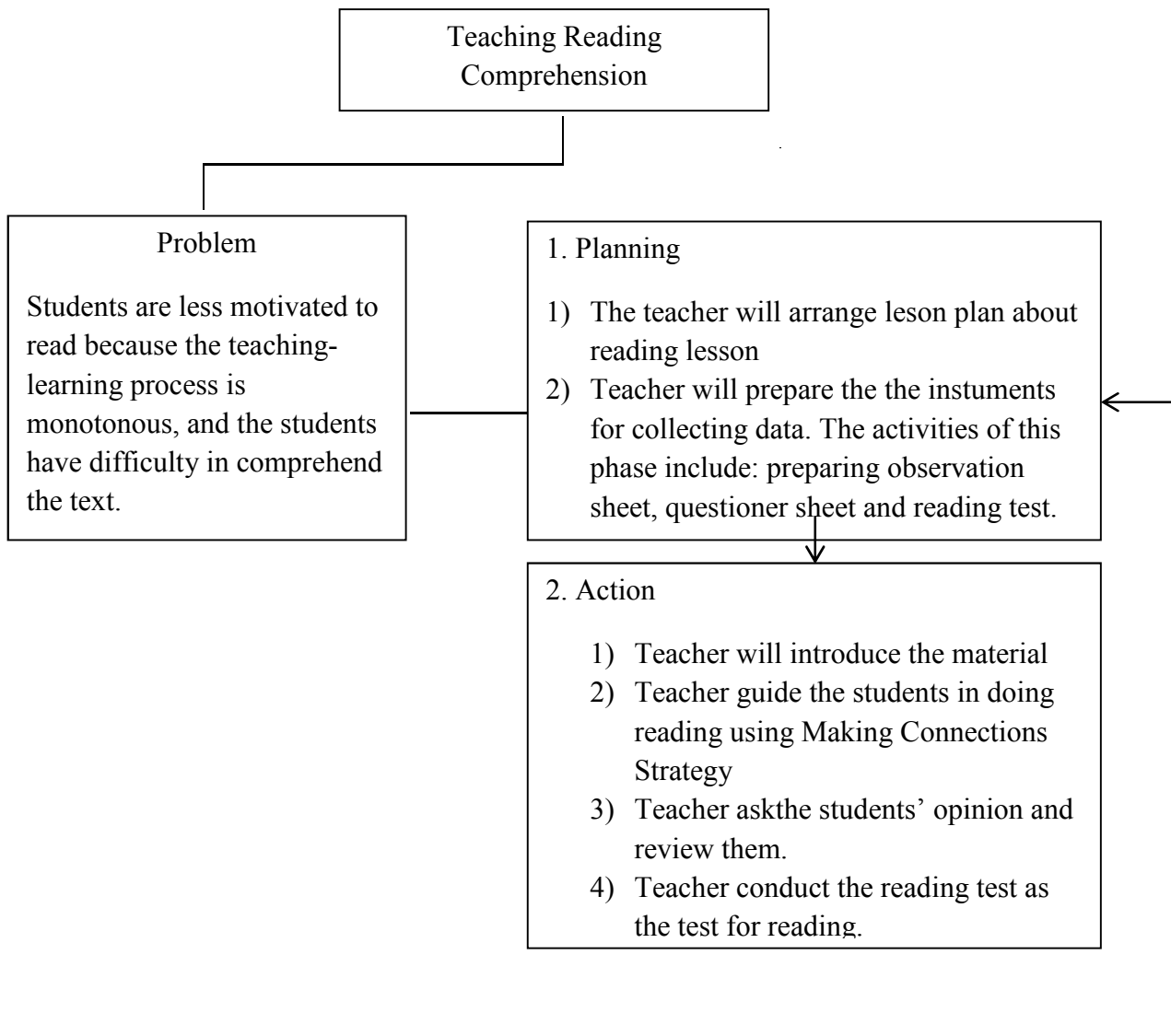
Students are less motivated to read because the teaching-learning process is monotonous, and the students have difficulty in comprehend the text.

1. Planning

- 1) The teacher will arrange lesson plan about reading lesson
- 2) Teacher will prepare the instruments for collecting data. The activities of this phase include: preparing observation sheet, questioner sheet and reading test.

2. Action

- 1) Teacher will introduce the material
- 2) Teacher guide the students in doing reading using Making Connections Strategy
- 3) Teacher ask the students' opinion and review them.
- 4) Teacher conduct the reading test as the test for reading.



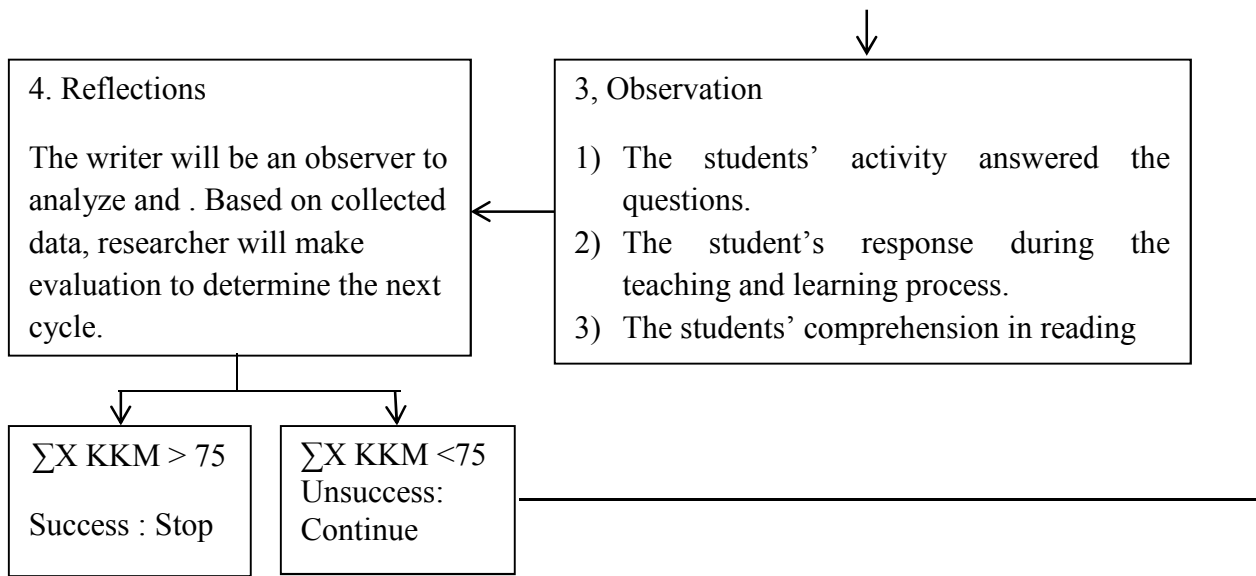


Figure 2.11

Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research was designed as a classroom action research. Cohen (2007:297) states that action research is a powerful tool for change and improvement at the local level. Classroom action research (CAR) is a systematic inquiry with the goal of informing practice in a particular situation. Classroom action research is way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. The aim of this study is to show the process of improvement of the students' reading comprehension.

The researcher, in this case as the teacher, identified a 'problematic' issue that the participants dealt with into more deeply and systematically. Then, the main point of the research is to bring about changes and, even better, improvements in the teaching learning practice that

can be achieved through some phases in a cycle of research. According to Kemmis and McTaggart in Burns (2010), there are four broad steps in implementing action research which involves planning, action, observation, and reflection. Each cycle of this study consisted of those four steps.

3.2 Population

According to Wallace (1998: 258) population is any group of people that the researcher will analyze. In this research, the population was all of the students in eleventh grade of SMK Negeri 5 Medan in the academic year 2019/2020 which consisting of 11 classes and each of classes have different amount of students. The total number of students in eleventh grade at SMK Negeri 5 Medan is 363 students.

3.3 Sample

Sample is part of proportion of the population, which is used as the source of the real data of the research. The sample of this research was taken from XI DPIB 2 class which consists of 25 students as the sample.

3.4 Instrument of Collecting Data

The instrument for collecting Quantitative data of this research was Reading comprehension test. It will be used to know student's reading comprehension. The reading comprehension questions are intended to check students' comprehension in reading. While Qualitative data of this research was collected by Observations sheets, Dairy note, and Questionnaire that was intended to identify all the condition that is happening during teaching and learning process including teachers, students, and the context of the situation in classroom, and also to check the students' ability to use Making Connections in their reading activity.

3.5. Procedure of Collecting Data

The technique of collecting data was conducted by administrating 2 cycles. Each cycle has 4 phases, they are: Planning, Action, Observation, and Reflection. In conducting this research, the steps can be seen in following figure:

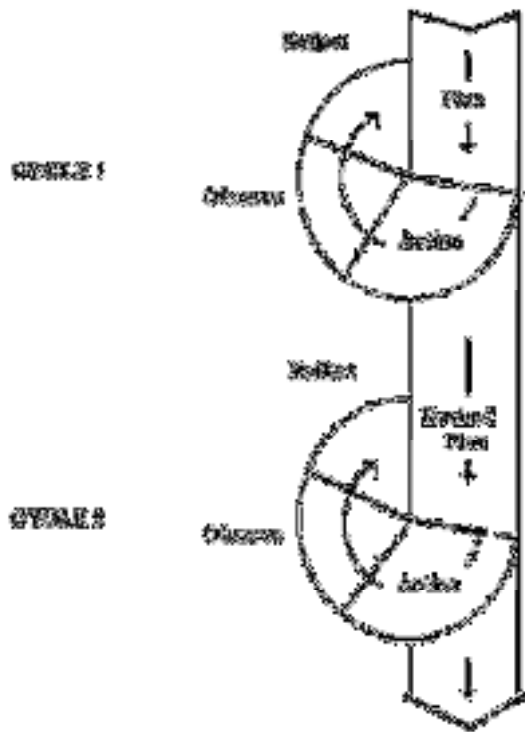


Figure 3.5
Simple Action Research Model Source: MacIsaac (1995:4)

3.5.1 Cycle I

In this cycle, the students' reading comprehension was measured and their problems in comprehend the reading was analyzed. The detail procedure of cycle I was described as follows:

1. Planning

In planning, the researcher designs the steps that will be done in the sample class of the study by considering the condition of the conventional professional action in teaching and learning process in the sample class. It will be done through an observation. The points make in

this design would be made based on the academic theory related to the condition of the scope of the study which had been observed in writing ability. The activities of this phase include: preparing lesson plan materials, observation sheet, questionnaire sheet and test such as Reading comprehension test.

2. Action

In action, the researcher would implement all points that had been designed earlier in the first step of the cycle which plan. In this step the researcher should be able to be flexible to the possible change that might happen because of the situation and the condition on the field. This has been received as the impact of dynamicity of the research sample. Some steps of action such as:

1. The researcher was conducted the pre-test
2. The researcher was introduced the reading material about analytical exposition and teach it by using Making Connections strategy
3. The researcher guided the students in doing reading using Making Connections strategy
4. The researcher asked the students to identify the meaning of the text by connecting the text with their background knowledge.
5. The researcher was conducted the post-test I

3. Observation

The observation was conducted to all the process and atmosphere of reading comprehension and learning process. The researcher wants to find out the overall condition occurring during the instruction. The observation was checked by some steps as follows:

1. The students' activity answered the questions

2. The student's response during the teaching and learning process
3. The students' comprehension in reading

4. Reflecting

Reflecting was the last step of the cycle. In this step, the researcher was evaluated the answer of students' score and result of the observation after collecting the answer of the students' questionnaire. The result of this step were use as the basics for the next design points that have been planned and implemented in the next cycle in order to bring improvement to the professional action of the teaching and learning condition of the students such their skill. But if it is found an improving of students' reading comprehension based on standardization and writer's hope, so the second cycle was done by repeating the steps in the first cycle in order to solve the problem.

3.5.2 Cycle II

Based on the cycle I, the researcher as the teacher find the weakness in learning and teaching process. Therefore, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle (cycle I). In the cycle II, it include in four steps too. In this cycle the researcher was make some revisions in learning process. The detail procedure of cycle II will describe as follows:

1. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that is evaluated and developed for the action of each cycle II and also redesigning the procedures of teaching reading by using Making Connections strategy.

2. Action

In this section, the procedure in first cycle was changed in order to improve students' reading comprehension by explain more detail about the material and Making Connections.

3. Observation

The researcher was observed the students while they learn reading by using Making Connections as the strategy. The researcher was record the situation during the teaching learning process.

4. Reflection

In this section, the researcher reflected the evaluation of teaching learning process and evaluated is done in the cycle II.

3.6 Validity of The Test

According to Arikunto (2015:168) validity is the measurement which shows the levels of validity of instrument. In addition, Wallace (1998:36) states that validity means testing what you are supposed to test and not something else. A test must be able to measure what it is intended to measure.

Table 3.6.
Content Validity

Content	Test	Kinds of test	Score
Analytical Exposition Text			
Topic	11	Multiple Choice	55
Purpose	3	Multiple Choice	15
Generic Stucture	4	Multiple Choice	20
Word meaning	2	Multiple choice	10
Total	20		100

Based on the content validity of analytical exposition text above, researcher will give 4 texts which are consisting of 20 questions. The detail will be explained in this table:

Table 3.6.1
Explanation of Content Validity Analytical Exposition

Content	Test	Question Number	Text
Analytical Exposition Text			
Topic	11	1,7,8,9,12,15,16,17,18, 19, and 20.	I,II,III and IV
Purpose	3	4,10, and 14	I,II and III
Generic Structure	4	3,6,11,and 13.	I,II and III
Word meaning	2	2 and 5	Text I
Total	20		

3.7 Reability of the Text

Reability also determined how well the text is. It is one of good characteristic test. Brown (2004: 20) states “Reability is consistence and dependable. It means if the same test given to the same students or matched students on two different occasions, the test should yield similar results.” Moreover, according to Arikunto (2015:74) realibility shows an instrument that can be trusted used as a toll of collecting data because it is already well enough.

Arikunto (2015) asserts that reliability of the test can be categorized as the following:

0,00 – 0,20 = the realibility is very low

0,21 – 0,40 = the realibility is low

0,41 – 0,60 = the realibility is fair

0,61 – 0,80 = the realibility is high

0,81 – above = the realibility is very high

3.8 The Technique of Analyzing Data

The writer will collect the data by using quantitative and qualitative data. The qualitative data will be analyzed from questionnaire test. Quantitative data will be analyzed from reading test.

For analyzing data the writer will do following steps:

1. Scoring the students' test
2. Tabulating the score from the lowest to the highest
3. Comparing the students' score between cycle I and II
4. Calculating the percentage of the student's score
5. Making the conclusion

To scoring students' test the writer will use:

$$S = \frac{R}{N} \times 100$$

Where: S= Score of the test

R= Number of the correct answer

N= Number test items

To know the mean of the students' score of assessment the researcher applied on the formula:

$$X = \frac{\sum X}{N} \times 100\%$$

Where X= the mean of the students' score

$\sum X$ = The total score

N= the number of the students

To know the development of the students' score for each cycle, the students' percentage of the students who get ≥ 75 will be calculated. To categorize the number master of students will use:

$$P = \frac{R}{T} \times 100\%$$

Where:

P= The percentage of students who get the 75

R= Number of the students who get the point above 75

T= The total number of the students who do the test