

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 The Background of the Study**

Language is our primary source of communication. It is a method through which we share our ideas and thoughts with others. Human intelligence and people use language to convey the message to each other, also they believe that language is the way to introduce their social identity to others. Languages have thousands of languages in the world. One of them is the English language.

English is one of the international language use by many people in the world. Nowadays, in modern society, So English to be more important as a means of communication. Therefore, students have to learn English. Indonesia as one of the 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 namely listening, reading, speaking, and writing.

From all the language skills, reading seems to be less considered by students as it is a very complicated language skill which requires a 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. Carrillo (1976) states that reading is not an ability that obtained automatically when we arrive at a certain chronological age. Reading ability cannot be obtained naturally without a learning process that is the responsibility of

the teacher. Thus, teachers are required to be able to assist students in developing reading ability. There a lot of information that can be obtained from reading. People who read a lot will get more knowledge than those who rarely or never read. Through that knowledge, people can share information with others in verbal or written form. In the other words, reading anyway can help someone to improve communication skills in another form.

Besides, reading can be a good way to practice English in non- English speaking country and also a good way to discover new facts, and experiences (Mikulecky& Jeffries, 1996: 1 – 2). From the statement, it can be said that reading is one important way to improve English language skills. The teachers in teaching and learning English, especially in reading have problems and sometimes, they are difficult to solve that's problems. For example, the English teacher and their students in Junior School SMP N. 2 Percut Sei Tuan.

The researcher found some problems including *The first*, Difficulties in learning English was the lack of the students' interest in learning because the methods applied by the teacher did not appeal to students, which led to a lack of interaction in the classroom, learning environment unpleasant and ineffective. *Second*, the students were difficult to understand the text because, in the text, there are a lot of difficult words. So, it would difficult to understand the text and the result. *Third*, the factors come from the strategy or approach used by the teacher in the teaching and learning process. The teaching activities only involve listening to the teacher's explanation, making lists of difficult words, translating English text into the mother tongue, asking

students to read loudly or silently, and getting students to answer questions that were related to the text.

While an effective language classroom requires meaningful use of the language in which the teaching material should be in connection with students' prior knowledge and interest (Brown, 2001: 56-57). Based on previous theories, it can be said that one to trigger students' success in reading comprehension is through the Constructivist Approach. The researcher finds a problem in the third grade at SMPN 2 Percut Sei Tuan which many student's lows in reading comprehension of procedure text:

**Table 1.1 The Result of Preliminary Research**

<b>No</b>	<b>Name</b>	<b>Score</b>
1.	AS	30
2.	AN	30
3.	ANN	40
4.	BJ	0
5.	CP	40
6.	KP	30
7.	NN	20
8.	NS	20
9.	NL	30
10.	SP	30
11.	SPR	40
12.	AW	80
13.	TH	50
14.	RY	50
15.	FY	50
16.	MA	30
17.	NW	40
18.	MN	30
19.	KA	50
20.	J L.T	50

The researcher wants to conduct the research "The Effect of Using Constructivist Approach on Reading Comprehension of Procedure Text at The Nine Grade of SMPN 2 Percut Sei Tuan". The researcher wants to investigate whether the teaching reading procedure text by using a constructivist approach can improve a student's ability in reading procedure text. The researcher in conducting the action put the target on the nine grade students of SMPN 2 Percut Sei Tuan with students' purpose of reading to be able to make a composition better than before.

### **1.2 The Problem of the Study**

From the background of the study, the problem of the study is formulated as the following: Does the constructivist Approach give a significant effect on the students in reading comprehension skills?

### **1.3 The Objective of the Study**

This study aims to achieve the following objectives: To find out whether the constructivist approach gives a significant effect on the students in reading procedure text by the use of the 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 the Constructivist Approach in enhancing students' reading comprehension theory Harmer (2001:78). Furthermore, the use of the Constructivist

Approach focuses on procedure text in eighth-grade junior high school (SMPN 2 Percut). And this study will be conducted at Junior High School for 2 classes.

### **1.5 The Significances of the Study**

There are two kinds of significances of the study, they are:

#### 1. Theoretically

There are two theoretical significances from this study that the writer expected to be useful to develop the reading comprehension process, they are:

- 1) Improve an innovative teaching approach that was used in English class to enhance students' reading comprehension as well as to stimulate their interest in the class.
- 2) As a new model in teaching application for teaching Reading Comprehension.

#### 2. Practically

- 1) The next researchers who are interested in the same topic can use as a reference.
- 2) The students of English Department Teaching Training Faculty, to improve their knowledge and approach in Teaching Reading Comprehension.
- 3) The teacher, this research expected teachers will improve their approach in Teaching Reading Comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter consists of a review of the literature and explanations related to the study in order to give clearer concepts and ideas for this study. It is very important to clarify all terms that were 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 on the terms which are important for this study.

#### **2.2 Reading**

Reading is a complex "cognitive process" of decoding symbols in order to construct derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information.

Reading is an interactive process in which readers construct a meaningful representation of a text using an effective reading strategy. Effective reading strategies are considered significant skills that have received a special focus on

students' reading comprehension proficiency. According to Wixson, Peters, Weber, and Roeber ( 1987), reading is the process of creating meaning that involves : (a) the reader's existing knowledge; (b) The text information; and the reading context.

### **2.2.1 Type of Reading**

Nasr (1984: 78) classifies reading into three types. They are oral reading, silent reading, and efficient reading as follows:

#### 1) Oral Reading

In oral reading, a reader vocalizes the printed words one by one. Thus a reader who does oral reading must have good pronunciation.

#### 2) Silent Reading

Silent reading does not mean that a reader reads without sound. Silent reading is an activity we normally engage in when we read books, newspapers, road signs, etc. readers may sound in response to words but there is no need to say each word. A teacher, in silent reading only says the word in this mind. Thus the main aim in silent reading is to understand without any references to pronunciation, stress,, or intonation.

#### 3) Efficient Reading

Efficient reading includes both intensive and extensive reading. Intensive reading refers to the work of the students in the class. A student may extensive reading when he is studying for the examination. Besides they should be encouraged to read intensively at home. The students do the

extensive reading or the purpose of and to remember details for examination but for getting general.

### **2.3 Reading Comprehension**

The first main skill in reading comprehension is reading for the main idea. This skill are expected to be able to find out the idea of a paragraph or what the paragraph tells the reader about. Usually, students need to capture the topic sentences to make it easier in discovering the idea of the paragraph. However, finding the topic sentences will not always be a solution after all.

In some cases, the idea can be more general than the topic sentences. The other sentences in the paragraph are the details the support the main idea. The next skill in reading comprehension is reading for specific information. In this part, reader jobs seem simpler than finding out the main idea. Only need to read the relevant parts and ignore the irrelevant.

. Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing authors' purpose, making judgment, and evaluating. Word important factor in determining the degree of comprehension According to Heilman (1988; 265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language.

A good reader is one who understands what he reads and the faster be able to get meaning from his reading the more efficient he is. Keenan, Betjemann, and Olson



(2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower- and higher-level processes and skills.

### **2.3.1 The Process of Reading Comprehension**

David and Whitney in Hamid (2011:16) states there is three vital processes involved in reading comprehension, as follows:

- 1) Previewing – scanning, searching, reading bits (heading, illustrations, paragraphs openers), and setting up some expectations.
- 2) Predicting: make guesses which are informed these expectations, knowledge of the subject, the writer the type of time of writing, of the likely concepts, contents, or conventions.
- 3) Checking: confirming, enhancing, or extending predictions or pre-knowledge by using features within the text or resources outside it.

### **2.3.2 The Levels of Reading Comprehension**

It is possible to understand materials on 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; 177) stated that reading comprehension is divided into four levels, as follows:

#### **1. Literal Comprehension**

Literal comprehension involves acquiring information that is directly stated, the basis of literal comprehension is recognizing stated the main idea, detailed caused effect, and sequences in the basics of literal comprehension,

and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important. The important in these levels is understanding of vocabulary, sentence meaning, and paragraph meaning details are explicitly stated parts of paragraph passage that contain the basic information in the literal reading. The main idea of the paragraph is organized it is often, but not always express in a topic sentence. It is considered a literal skill when the cause-effect relationship is explicitly stated in a written passage. The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. These skills are considered a part of literal reading comprehension. It involves understanding details sequences.

## 2. Interpretative Comprehension

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

1. Inferring main ideas of passages in which the main ideas are not directly stated.
2. Inferring cause-effect relationship when they are not directly stated
3. Inferring referents of pronouns. It is easier to remember structures in which the pronoun followed its referent.
4. Inferring referent of 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 comprehension

Critical comprehension 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 judgment until he or she 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, the author's purpose, the author's point of view, the author's style and tone, author's competence.

### 4. Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires the reader to think as they read, just as critical reading does and it also requires them to use their imagination. Through creative reading, the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

## **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 learners 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, their spelling, and their writing. Therefore, the teacher must develop reading habits in students to help them enhance target language efficiency. This can be done by motivating students to read, especially by giving them a reason to read.

Extensive reading (ER) in EFL settings has received increasing discussion over the past decade or two as an approach for improving learner's reading fluency. This form of reading, first coined by palmer (1917,1968) can be defined as the reading of materials in the target language rapidly and casually 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 the EFL context of Vocational high school, I found the following major issues and challenges related to teaching reading: Selecting appropriate text, No reading culture, designing reading tasks. Moreover, there are some other related issues such as 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 Junior High School such as decontextualized reading text, difficult vocabulary, the 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, the selection of appropriate reading text and designing tasks for teaching reading appear main issues. 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 of dividing the lesson into 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**

"Procedure tells how to do something. This might include instructions for how to carry out a task or play game, directions for getting to a place, and rules of behavior". In researcher's view, the procedure text is the text which gives the steps or procedures on how to do something. The 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 procedure 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 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.

### **2.5.1 The Generic Structures of Procedure Text**

Every text 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. The first structure of the procedure text is the goal. Here, the writer defines a goal as the title sentences (objective) that shows what actually will be done, will be made, and what will be accomplished according to the text. Then, the 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 the procedure text is 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.

### **2.5.2 The Language Features of Procedure Text**

Based on GheaFaizah's blog she characterizes the characteristics of procedural text into three parts; that is 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 the procedure text is the use of an 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:

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

### **2.5.2 The Examples of Procedure Text**

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

1. Recipes  
Recipes with subheadings – Ingredients; Method; Serving Suggestions.
2. Instructions or manuals.  
Instruction; e.g. How to do, use, or make something.

On the Oxford Advances learners' Dictionary, "Recipe is a set of instructions that tells you how to cook something and the items of food you need for it". The 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 instructions that are mentioned in a text. Another example of procedural text is instruction manuals. On Cambridge Advanced Learner's Dictionary, the 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 procedural steps for making or doing something, it is more general than a recipe. As an example of procedural text, instruction also has many steps that give the manual or ways to the readers to be used.

## **2.6 Approach**

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

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

1. Language Experience Approach

It is very difficult for adults to recall what happened when they learned things in childhood. They do recall more easily. However, the striking circumstances under



which they were supposed to learn things- the classroom is seen from a certain desk. A certain teacher's awesome behavior. The exercise books, the homework, the drills. Most people and many teachers in consequences 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 relational for it. The approach reduces the cognitive confusion that makes learning to read difficult for so many children (that those who are successful soon target) and ensures that they have a purpose in reading that will render unnecessary some traditional but irrelevant compulsions

According to Nessel and Jones (1981,p.1) The language experiences approach is a means of teaching children to read by capitalizing on their interests, experiences, and oral language facility. Children dictate stories and accounts based on their experiences; these materials are then used as the basis of the reading program.

## 2. Communicative Approach

Communicative competences are the core of the 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 learner's ability to use communicative strategies may be:1) by assuming to be transferable from the learner's; 2) by creating a 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 to contrast a communicative view of language with Chomsky's theory of competences.

### 3. Affective Humanist Approach

This is a reaction to the general lack of effective considerations in both audio-lingual and cognitive code

- 1) Respect is emphasized for the individual ( each student, the teacher) and his/ her feelings
- 2) Communications that are meaningful to the learner is emphasized
- 3) Instruction involves much work in pairs and small groups
- 4) The class atmosphere is viewed as more important than materials or methods.
- 5) Peer support and interaction is needed for learning
- 6) Learning a foreign language is viewed as a self-realization experience
- 7) The teacher is viewed as a counselor or facilitator
- 8) The teacher should be proficient in the target language and the 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.

- 1) Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.
- 2) Learners should begin by listening to meaningful ways before they produce any language themselves.
- 3) Learners should not speak until they feel ready to do so; this results in better pronunciation when the learner is forced to speak immediately.
- 4) Learners progress by being exposed to meaningful input that is just one step beyond their level of competence
- 5) Rule learning may help learners monitor (or becomes aware of) what they do, but it will not aid their acquisition or spontaneous use of the target languages.

#### **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 the 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 the 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 the Constructivist Approach**

The 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 the approach by describing the recent social constructivist trend in teacher education "(Clive Beck & Clare Kosnik)":

1. Knowledge is constructed by learners: All constructivists, whatever their distinctive emphasis, agree that learners construct their knowledge.
2. Knowledge is experience-based: A further reason why learners should construct knowledge is to utilize their rich experience.
3. Learning is social: The principle that learning is social, on the other hand, relates especially to social constructivism.
4. Learning communities should be inclusive and equitable.

Piaget's theory of Constructivist learning has had a 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 Principle of the 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 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 whole 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's 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 the 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 teacher's understanding of constructivism Brooks (1993) presents an extensive list of constructivist teaching practices. They conceive of a constructivist teacher as someone who will:

1. Encourage and accept student autonomy and initiative.
2. Use a wide variety of materials, including raw data primary sources, and interactive materials and encourage students to use them.
3. Inquire about students' understandings of concepts before sharing his/her understanding of those concepts.
4. 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 are a great focus and emphasis on social and communication skills as well 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 the constructivist classroom are:

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

- 3) **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.
- 4) **Films:** These provide visual context and thus bring another sense into the learning experience.
- 5) **Class discussion:** This technique is used in all of the methods described above it is one of the most important distinctions of constructivist teaching methods.

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.

## 2.8 Previous Research

Here are some previous researches about the 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 the constructivist approach of teaching has a positive influence on students' achievement in financial accounting in a secondary school in the Owerri education zone. Besides, in a constructivist classroom environment, students work primarily in groups



and learning is interactive and dynamic. There are a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. The difference Oguguo research with the writer's research was Oguguo applied on student's academic achievement in financial accounting on writing, and my research proposal was applied on reading by vocational high school grade 10<sup>th</sup>.

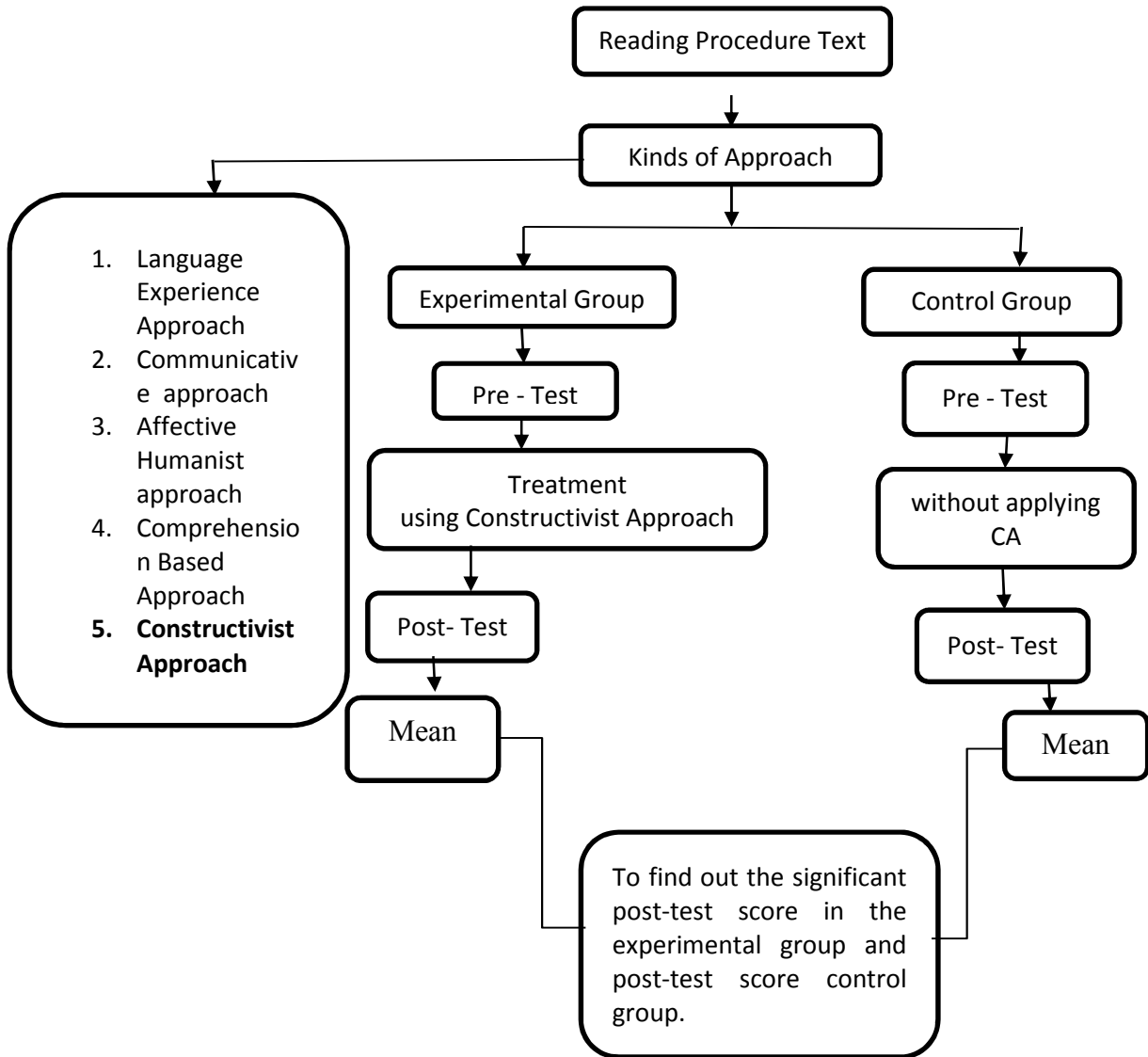
2. Hussain (2012) conducted research entitled '*Use of constructivist Approach in Higher Education*': An instructors' Observation: Qualitative research methods for the third grade of Senior High School. The result of the study showed that it enhanced their communication skills to convey ideas and viewpoints appropriately. They became extroverted 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's research with the writer's research was to builds up knowledge that a student already has. The difference Hussain research with the writer's research was Hussain applied to social learning students of University students. And my research was applied to Vocational High School grade10<sup>th</sup>.

## **2.9 Conceptual framework**

Teaching reading comprehension is a difficult task to do since the students come from various ages, educational background, experiences, and language. Regarding 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 the Constructivist Approach (CA) towards students' reading comprehension. The 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 basis 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 language is the most meaningful of all of 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 Procedure text and consequently can raise their scores in reading comprehension. Thus, this study emphasized in investigating the Constructivist Approach, whether it significantly affect the students' reading comprehension or not in reading procedure text by collecting the scores.

Figure 2.9.1 Conceptual Framework



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

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

To collected the data, the writer will be using two classes. They are an experimental class and control class. The experimental class which was given treatment by using the Constructivist Approach (CA), while the control class will be taught by using the traditional way, Schematically the quasi-experimental design will be depicted as follows

*Table 3.1 Research Design*

<b>Group</b>	<b>Pre- Test</b>	<b>Treatment</b>	<b>Post- Test</b>
Experimental Class	✓	Constructivist Approach (CA)	✓
Control class	✓	-	✓

**3.2 Population and Sample**

**3.2.1 Population**

The 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 select for observation and analysis (Khan and Best, 1995, p.13). Since quasi-experimental design does not include a random selection of subjects, the sample of this study will be chosen purposively, based on the same number of students and the absence of

significant difference between scores of the two groups. The difference will be determined by the independent t-test. In this research, the population will be eight grade students of Junior High School in SMPN 2 Percut Sei Tuan.

### **3.2.2 Sample**

The sample of this research used 2 classes, they will be (VIII- 1, VIII- 2) by random sampling that was be one for the experimental class and one for the control class. The sample was chosen by a 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 number of the sample will be 20 students.

### **3.2.3 The Pre – Test and Post – Test**

The Pre-test will give before the treatment, and the Pre-test will give to the experimental class and control class. The post-test was done after treatment and the post-test was given to the experimental class and control class. They are tested by the same question and instruction to find out the mean score of the experimental class and control class to know the effect of the Constructivist Approach towards reading comprehension.

### **3.3 Instrument for Collecting Data**

Research instruments was used by researcher in order to obtain relevant data to researcher's project and there are many alternatives from which to choose questions of the study. There are two kinds of research instruments utilized in this study, pre-test and post-test, and on this research, the researcher was used the multiple-choice test. At the Pre-test, Post-test the writer was used multiple choice, then the students' answer the test that was given by the writer. Based on these instruments, the data collections was analyzed to determine whether the Constructivist Approach enhance students' reading comprehension. The test was intended to examine the

validity, reliability, and difficulty of the items that's administered in experimental and control group.

The pre-test and post-test was conducted to generate scores that 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 groups before the treatment, in order to measure students' initial ability of reading procedure texts. On the other side, the post-test was 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.

### **3.4 The Procedure Of The Research**

Generally, the research procedures are:

#### **1. Organizing the Teaching Procedures**

In organizing the teaching procedure, the researcher was served as the teacher and facilitator for both experimental and control groups. The teaching procedure was organized into two steps. The first step was prepared appropriate materials for the teaching and learning processes during the treatment. The second step was an organized teaching procedure in the experimental and control group. The teaching procedure in the experimental group employs Constructivist Approach and in the control group employ 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 will intend to see the difficulty index of items.

#### **4. Administering Pre-test to Experimental and Control Group**

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

#### **5. Conducting the Treatment**

The Constructivist Approach will conduct in the experimental group, on the other hand the teacher-centered were carry out in the control group. Will be 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 will 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 was 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 ask 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 will you read if you want to cook delicious food like the chefs?". After the interactive interaction that will be remind them to recipes that they have ever read, students ask to play a game using food recipes, namely "Fly and Arrange Me" Therefore, teacher will divide 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 will 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 will be apply. At the beginning of the lesson, teacher will read procedure text of food recipe from a textbook, “Think Globally Act Locally”. Then, teacher ask three students to read loudly three food recipes in turn. After that, teacher will 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 will given the answer on the board and ask 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 will discuss what they will 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 Junior 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 will 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 will involve students'' interaction which is important in CA. Thus, group work is necessary to be implemented. After students and teacher check the works, students ask to complete a procedure text using the key words that they have get in Run for Your Life'' game. Meanwhile, teacher check the discussion of each group to ensure that all members of the group will learn. It will show the role of constructivist teacher as the guide and facilitator. At the end, all groups will discuss the answer together with the assistance of the teacher.

The topic for the second meeting in the control group will similar with the experimental group, which will about drink recipe. At the beginning of the lesson, teacher will explain again what they will be learn previously. After that, teacher will ask the students to open a page of a textbook and ask two students to read the texts loudly. Next, teacher will 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 will 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 The Technique of Collecting 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 on the two groups
4. Analyzing the data by using the t-test formula as :

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

In which:  $M_x$ : mean of the experimental group

$M_y$ : mean of the control class

$s_x^2$ : the deviation square of the experimental group

$s_y^2$ : the deviation of the control class

$N_x$ : the total number of samples of the experimental group

$N_y$ : the total number of samples of the control class

### 3.6 The Validity of the Test

According to Ghauri and Gronhaug in Taherdoost, (2018:31) Validity means “measure what is intended to be measured”. Validity is the quality of a data gathering instrument that enables it to measure what is supposed to measure. This research uses content validity that concern how well the test measure the subject matter and learning outcomes cover during instructional periods.

**Table 3.6.1 Research Design**

No	Generic Structure	Item of Test	Score	Kinds of Test
1	Goal	6	30	Multiple choice
2	Material	7	35	Multiple choice
3	Steps	7	35	Multiple choice

### 3.7 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 (KR

21) as the following :

$$r_{11} = \frac{n}{n-1} \times \left( 1 - \frac{M(n-M)}{nS_t^2} \right)$$

Where:  $r_{11}$ : The reliability of the test

$n$ : Number of items

$M$ : Mean

$S_t^2$ : Variance

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.

### 3.8 Technique for Analyzing the Data

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

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

In which:  $M_x$ : mean of the experimental group

$M_y$ : mean of the control class

x: the deviation square of the experimental group

y: the deviation of the control class

Nx: the total number of samples of the experimental group

Ny: the total number of samples of the control class

### 3.9 The Scoring of Reading

To know the score of students and saw the influence of the students reading comprehension, the writer used score ranging 0-100 by counted the correct answer and was applied this formula:

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

Where: S = Score of the test

R = Number of the correct answer

N = Number of the test item