CHAPTER I

INTRODUCTION

This chapter elaborates the research background, the research questions, the research purposes, the research significances, the limitation of the study, the research framework, and previous research.

A. Background

Reading is one of the skills that can boost English proficiency. Reading is a valuable skill that can help learners to grasp a text or a phenomenon. Reading is an ability that must be encouraged so that in everyday life it becomes a habit. A suitable strategy is required to develop the interest of students in the subject they read to understand it. The more interesting the strategy is the more powerful students are to read the text. Students are expected to get some information from local sources to international sources while studying English. Reading by gaining meaning is also known as reading comprehension. The comprehension in reading happens as readers interpret information from the text and recall their experience or knowledge related to the text to construct meaning (Yonata, 2017). To participate in the text and let them relate the information to their knowledge, it is important to develop a students' comprehension. So, it can increase their curiosity deeply.

Furthermore, students can master reading while learning a text and not only comprehend the text, but readers should also profoundly interpret the text. The teacher should facilitate students with interesting resources and good strategies to set these targets. Therefore, the preparation that the teacher conducts in the class plays an important role. To gain the attention of students, an English teacher should consider the techniques used throughout the class because good readers understand what they learn by visualizing and generating images using the various senses (Harvey, 2007).

Talking of reading comprehension in the ninth grade of SMPT Baiturrahman Bandung, an English teacher in that school said there are

many issues. First, the students do not understand the meaning of the text because of vocabulary constraints. It causes students to feel bored during reading and become lazy to read. Second, some students are less interested in reading a text because the teacher used tedious learning techniques. The students are only required the text to be completed without understanding the meaning of a text because of a lack of interest in reading, especially in English (an interview on 23rd November 2020).

From the interview above, this research offers a strategy that can improve reading comprehension, named MCS (Making Connections Strategy). The aim of using MCS is to help the students understand the text and connect the information that has been read in the text with themselves (their own experiences), the other texts (another book/article), and the world (the phenomenon). Reading becomes meaningful and easy to understand when the students connect the ideas in the text to their experiences and beliefs, and things are happening in the outer world (Kucukoglu, 2012).

There are some previous researches regarding the topic. First, a research by Wahyuni & Jufri (2016) is about solving the lack of students' reading comprehension ability toward English text by using the making connections strategy. Second, a research by Anggraini et al (2020) concerned with reading comprehension through the GIST (Generating Interaction between Schemata and Text) strategy. The last is the research from Ardiana (2015) about using a patterned partner reading strategy. However, this research is different from the previous researches. While the previous studies focused on how to improve reading skills especially reading comprehension, this current research focuses on how making connections strategy helps students in comprehending the narrative text. Therefore, this research is entitled "**The Implementation of Making Connections Strategy (MCS) In Online Learning: A Case Study in a Junior High School in Bandung.**

B. Research Questions

From the research background, the problems are formulated into the two following questions:

1. How is the implementation of MCS in reading narrative text in online learning?

2. What kinds of making connections strategy do the students master in understanding narrative text in online learning?

3. What are the students' responses toward MCS in reading narrative text in online learning?

C. Research Purposes

Based on the background of the research above, the research is expected:

1. To find out the implementation of narrative text in online learning.

2. To find out the kinds of making connections strategy that the students master in understanding narrative text in online learning.

3. To find out the students' responses to the MCS of reading comprehension in online learning.

D. Research Significance

This research is expected to become a source of information to find out how reading comprehension is well understood by students when read the text using the making connections strategy. Theoretically, this study can be beneficial in developing reading comprehension. Practically, this research gives two significances to:

1. Teacher

    This research can help the teacher to teach reading comprehension and to facilitate students with a suitable strategy of understanding a text.

2. Student

    This research can help the students more naturally to understand the text by applying Making Connections Strategy (MCS).

E. Research Framework

According to Ohoiwutun (2014) in language learning, reading is one of the language skills that have to be mastered by the students. Adding our knowledge needs a process in which information producing meaning. To learn meaning from a text is well known as reading comprehension. Reading comprehension is a process by which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Defrioka, 2017).

This research is going to adopt the theory from Harvey and Goudvis (2007: 92) as cited in Wahyuni & Jufri, (2016) Making Connections Strategy is one reading comprehension strategy to make students easier in comprehending the text. Making connections strategy has three types in comprehending a text: text-to-self, text-to-text, and text-to-world as explained by Keene and Zimmerman (1997) as cited in Nobles & Cruz, (2020). **Text-to-self connections,** the first connections which are coded as T-S. Readers will connect the information that they find in the text with their personal experiences. It connects the readers between the text that they read and something that happened in their own lives. **Text-to-text connections,** the purpose of this connection is to connect ideas and themes across the text. The third is **text-to-world connections,** students will get advantages from their background knowledge because it will make it easy to relate the issue on the text with the world.

To support making connections strategy becomes a strategy that can attract more interesting in reading activity, this strategy needs a text to complete it. There is some kind of text in the reading activity. This strategy is always paired with the narrative text. Anderson (1997:8) as cited in Sudaryanto et al., (2016) states that narrative is a piece of text that tells a story and in doing so, entertains or informs the reader or listener. The generic structure of narrative text having 3 phases; Orientation, Complication/problem, and resolution.

Liao and Lu (2008) cited by Rahmawati (2016), online learning is a Web-based education of learning. In addition, Rahmawati (2016) said that online learning is applied in various ways and through different instruments or applications that have been immensely developed and offered. Some of the tools, such as Yahoo Messenger, Facebook, Twitter, YouTube, Moodle, Edmodo, Yammer, and Schoology, emails, blogs, wikis, e-portfolios, animation, video links to social networks to deliver the materials. Futhermore, Alonso, López, Manrique, and Viñes (2005) agreed that online learning is the use of modern multimedia technology and the internet to enhance the quality of learning by supporting access to and collaboration with, re-sources and services. Online learning refers to the use of electronic or data devices to make easy the process of learning (Godio and Terrasse, 2003) (Ana, 2013).
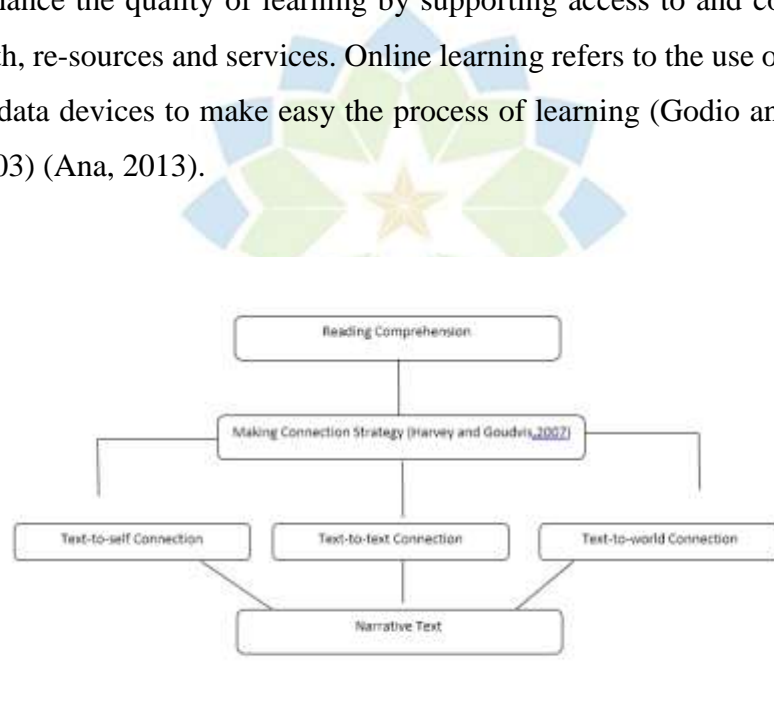

Figure 1.1 Research Framework

F. Previous Research

There are several types of research that discuss reading comprehension. First, the research conducted by Ardiana (2015), about using patterned partner reading strategy to improve the students reading comprehension. The researcher used A Classroom Action Research (CAR) as a research design. This research was conducted in two cycles, which each cycle consisted of four meetings with 30 students as the participants. The

participants were measured through observation sheets and test sheets. The result of this research shows the application of the patterned partner reading strategy is effective and significant to help students in improving the learning process of reading comprehension. To be contrasted, the current research focuses on exploring the implementation of the making connections strategy to figure out whether MCS is effective to help students' reading comprehension or not.

Second, a research by Fajri et al., (2019) investigates KWL (Know, Want to Know, Learn) strategy in improving the students' reading comprehension. The classroom action research was conducted in two cycles. Each cycle comprised planning, acting, observing,, and reflecting. There were 41 students of class X5 as the participants. The participants were measured through observations, questionnaires, and interviews in the qualitative data while the quantitative data were obtained through tests. The result of this research shows the application of the KWL strategy could be implemented effectively because of the students' ability to use their prior knowledge and activate their critical thinking to predict the text, all of which caused them to have better performance in comprehending the text. Then, the second result is that the strategy could improve the students' reading comprehension in their skills of finding main ideas, explicit information, implicit information, and word references, and understanding word meanings based on the context. Meanwhile, the current research will focus on how MCS works in comprehending a text, not only with using prior knowledge and skills but also explores with own experiences.

Third, a research about an analysis of students' reading comprehension in a narrative text by Marzona & Ikhsan (2019) discusses the problem that happened in SMAN 1 Talamau where the students cannot determine the main ideas and topics in narrative text, understand the meaning of words, understand implied information, and understand the general structure and features of language in narrative texts. This research used quantitative descriptive research with 23 students as the participants

and used an objective test as the instrument. Based on the results of the study showed that students' ability in determining the main ideas and topics in the narrative text is in intermediate level of 14 people out of 23 students, the ability to understand the meaning of words is in intermediate level of 15 people out of 23 students, the ability to understand the information implicit in the narrative text shows at the intermediate level of 14 out of 23 students, and the ability to understand the general structure and language features of narrative texts shows at the intermediate level of 16 out of 23 students. Furthermore, the current research attempts to explore the students' ability in reading comprehension with MCS and not only measures the capabilities of the students but also applies the suitable strategy and more exercises to improve students' reading comprehension abilities.