

CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study, it consists of background of the study, statements of the problem, objective of the study, significance of the study, variable of the study, hypothesis, limitation of the study, operational definition of key terms, and framework of discussion. Each point is presented as follows.

A. Background of the study

The role of language as a tool of communication is felt more important. The reality that language is very important in communication is felt not only by linguist but also by other expert who participate in knowledge. Moreover, people are aware that interaction in many various activities of society will not be effective without the language. Language has central role in intellectual, social and emotional development of students and as the motivator on the success in learning.

English to be taught that started from the first year of secondary school to university level. Even now, English taught from the fourth grade of elementary school as local content.¹ English also taught in senior high school as general and compulsory subject.

When English is still considered as a foreign language it means that English is not widely spoken all over the country. So the learner's ability in reading skill is

¹ Endang Fauziati, 2002, *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press, p.169.

very important if it is compared to the other language skills such as listening, speaking, and writing. Although we know the skills support each other, but one thing that we must consider that reading could give more advantages in knowledge than the other skill. Of course without a tendency to under estimated them.

Reading is commonly divided into two kinds, they are; reading comprehension and reading a load. In this case, we will talk more about reading comprehension. Reading still plays an important role in the process of acquiring and learning a language such as English.

Reading is a complex process which involves the coordination of a multitude of skills. Strategic readers can be distinguished from the less-skilled readers by their methods of interacting with text. The mental process of good readers must be understood in order to make assumptions concerning the nature of reading.²

One reason why reading is most important language skill rather than the other three language skill could be seen from fact that a lot of books in economic, science, and technologies are written in English. The learners need an adequate ability to read and understand those books that are considered as the compulsory books.

Therefore by reading, we can get some advantages; first, it is easy to communicate with the authors of the books from the foreign countries and second, it is easy to increase the knowledge and skills on science and technology.

² Brown, L. David. 1989. *Success in Reading: Four Characteristic of Strategiec Readers*. <http://www.scholarworks.com> (accessed, on July 6th 2013)

The learner's problems are that they have problems in understanding and comprehending the paragraph in reading text because in order to identify a topic, a learner has to make conclusion what he/she reads. Students' comprehension and speed in understanding a piece of reading is facilitated by student's recognition of the main idea of paragraph, which talks especially about the topic of the paragraph. It is frequently sometimes. The problem is the learners could not make an appropriate generalization about it, in order, to find out the gist of the reading text.

A lot of researcher and teacher have tried hard to find out possible ways to help students read successfully in English, but there are many factors affect the reading proficiency. There are text types, school and environments, students interllgence, learning motivation, teaching method, and so on. One of the most important factors is learning strategy.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.³

Reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when don't understand. These strategies consist of a whole range of strategies including skimming and scanning,

³ Oxford, Rebecca L. *Language Learning Strategies*, New York: Newbury House Publisher. 1990. P. 8.

contextual guessing, reading for meaning, utilizing background knowledge, recognizing text structure, and so forth.

According to David, Strategies readers establish goals, select appropriate strategies, monitor comprehension, and display a positive attitude toward reading. Reading is a major academic skill that is introduced to children during the early years. Therefore reading instruction should prepare students to interact in a meaningful manner with a variety of texts. Good readers focus their attention on the major ideas as they incorporate the metacognitive skills needed to accomplish the task of understanding text.⁴

The ultimate goal of reading instruction is to develop students' comprehension of what they read. Most teachers, therefore, try to teach their students reading skills with the hope of improving their comprehension. Research reveals that teaching reading strategies, applied at all stages of the reading process, assists the learners in accomplishing their reading tasks. There are two techniques in reading, they are bottom up and top down. For instance, the average reader uses bottom up in reading but the poor readers couldn't.⁵

Many studies have shown the influence of reading strategies on EFL learners. Most of the subjects are students of the elementary school, senior high school, junior high school and university. Anderson investigated the differences in reading strategy use by adult second language learners. The result revealed that both high and low scoring readers appeared to be using the same kinds of strategies

⁴ Brown, L. David. 1989. *Success in Reading: Four Characteristics of Strategic Reader*. <http://www.scholarwork.com> (accessed, on July 6th 2013)

⁵ Jonathan Anderson, et., al. *Efficient Reading : At A Practical*. Sydney: Mc. Graw Hill Book Company, 1969, p. 8-9

while answering the comprehension questions; however, high scoring students seemed to be applying strategies more effectively and appropriately.⁶ Vandergrift concluded that the learning strategies used by successful and less successful learners were different, and that the former made better use of metacognitive strategies including planning for learning, monitoring the process and self-evaluating learning after the tasks.⁷

As we know reading is important. In Senior High School, they face many types of text such as recount, news item, narrative, descriptive, report, analytical and hortatory exposition, explanation, discussion, review, anecdote and spoof. Understanding about English lesson especially reading.

In MAN Model Palangka Raya, the English competence standard stresses on the aim of learning English to develop the students' ability communicate using the language in the forms of oral and written. This ability of communication must cover the skills of listening, speaking, reading and writing.

The writer interest to research about reading strategy that used by students there. In this case, the writer wants to present this study based on that problem that is: **“A Comparative Study of reading comprehension strategies between good and poor readers at the second year students of MAN Model Palangka Raya.”**

⁶ Anderson, N. *Individual different in strategy use in second language reading and testing*. Modern Language Journal, 75, 460-472.

⁷ Vandergrift, L. *Facilitating second language listening comprehension acquiring successful strategies*. ELT Journal, 1999, p. 73-78

B. Problem of the study

Based on the problem of the study above, the problem of the study are:

1. What are the strategies used by good readers in reading comprehension?
2. What are the strategies used by poor readers in reading comprehension?
3. What are the difference strategies between good readers and poor readers in reading comprehension?

C. Objective of the study

Based on the problem of the study, the objectives of this study are:

1. To know the strategies used by the good readers in reading comprehension
2. To know the strategies used by the poor readers in reading comprehension
3. To know whether any statistically significant difference strategies between good readers and poor readers in reading comprehension

D. Significances of the study

Theoretically, this study is as the proof whether any difference of the strategies used by good and poor reader in reading comprehension. To know the level achieved by learners in reading skill for comprehending the reading text.

Practically, this study gives contribution to the English teacher. It can give some ideas or suggestion for selecting the material and the appropriate strategy in teaching learning activity. To the writer, it contributes the information how to be a good teacher when she is supposed to be next. To the students, they can freely make their own ideas in reading skill for comprehending the reading text.

E. Variable of the Study

A variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationships that exist among variables. There are two major types of variables, independent and dependent. If a variable is antecedent to another variable, it is called an independent variable, but if it is the consequence of another variable, it is the dependent variable.⁸

There are two variable in this study, independent and dependent variables. The independent variables of the study are reading strategies used by the second year students of MAN Model Palangka Raya (X). Meanwhile, the dependent variable of the study is the different of reading comprehension score (Y).

F. Hypothesis of the Study

There are two hypothesis of this study. Alternative hypothesis (Ha) and Null Hypothesis (Ho). The alternative (Ha) in this study is that there is significant difference of the strategies used by good and poor readers at the second year of MAN Model Palangka Raya in reading comprehension. Meanwhile the Null hypothesis (Ho) in this study is there is no significant difference of the strategies used by good and poor readers at the second year of MAN Model Palangka Raya in reading comprehension.

⁸ Donald Ary et al., *Introduction to Research in Education*. Eighth, USA Wadsworth, Cengage Learning 2010, p.32

G. Limitation of this study

This study belongs to the comparative research on reading comprehension strategies used by good and poor readers at the second year of MAN Model Palangka Raya.

H. Operational Definition of Key Terms

Ary et al define operational definition as one that ascribes meaning to a concept or construct by specifying the operation that must be performed in order to measure or manipulate the concept.⁹ The operational definitions of key terms of this study are:

1. *Reading* is “to look at and understand the meaning of written or printed words or symbols, to discover or find out about something, to interpret something in particular ways, a way in which something is interpreted or understood.”¹⁰
2. *Reading Comprehension* is comprehension as comprehending a text that is an interactive process between the reader background knowledge and text.¹¹
3. *Reading Strategies* defined strategies in reading as activities or any sets of action that are chosen to facilitate learning by making learning enjoyable and easier so that attainment of new information will be more effective. It was added that learning strategies in reading are specific actions which

⁹ Donald Ary et al., *Introduction to Research*. P. 29

¹⁰ A.S. Horby, *Oxford Advanced Learner's Dictionary of current English*, Oxford; Oxford University Press.1993

¹¹ Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muh. Amir Press, 2002. P. 139

learners can take to ensure that information can be obtained more quickly and easily as well as be applied in new situations.¹²

4. *Good reader*, someone who understands that they must take responsibility for constructing meaning using their prior knowledge. They have self-confidence that they are effective learners and can see themselves as agents able to actualize their potential.¹³ Good or success is having a high degree of skill in something.

For the purpose of this study, good readers are accepted as those with reading comprehension test score mean value above 7.5. Good readers means the students who get high scoring in reading comprehension.

5. *Poor reader*, someone who thinks understanding occurs from “getting the words right,” rereading. They have relatively low self-esteem and can see success and failure as the result of luck or teacher bias. Poor or unsuccessful is having a low degree of skill in something.

For the purpose of this study, poor readers are accepted as those with reading comprehension test score mean value below 60. Poor readers means the students who get low scoring in reading comprehension.

I. Framework of Discussion

The Framework of discussion of this study are:

Chapter I : Introduction that consists of Background of study, Problem of the Study, Objective of the Study, Significances of the Study,

¹² Oxford, Rebecca L. *Language Learning Strategies*, New York: Newbury House Publisher. 1990.

¹³ Durkin, D. *What classroom observation reveals about reading comprehension instruction. Reading research quarterly*, 1978-79, p. 481-533

Variable of the Study, Hypothesis, Limitation of the study, Operational definition of key terms, and Framework of Discussion.

- Chapter II : Theoretical Review of related literature consisted of the nature of reading, definition of reading comprehension, element of reading comprehension, characteristic of reading comprehension text, microskill for reading comprehension, reading strategy, the important of reading strategy, reading comprehension strategies, models of reading process and characteristic of good and poor readers
- Chapter III : Research Method that includes Research Type, Research Design, Population and Sample, Instruments of the Study, Data Collection Procedures and Data Analysis Procedures.
- Chapter IV : Research finding and discussion. Research finding in this case consisted of description of the data of good readers. Description of the data of poor readers, and the result data analyze (testing hypothesis using SPSS 16 program)
- Chapter V : Closing. This chapter is divided into two subheadings. There are conclusion and suggestion.