

CHAPTER I

INTRODUCTION

This Chapter consists background of the study, problem of the study, objective of the study, assumption of the study, significances of the study, variables of the study, definition of key terms, hypothesis of the study, the scope and limitation of the study, and framework of the discussion.

A. Background of the Study

The emergence of globalization has made the acquisition of foreign language especially English as an International language become more important. Due to the importance of English as an International language, Indonesia government, for example, has made some efforts to obtain human resources who are able to understand and master English well. As launched by Decree of Minister of Education and Culture No. 060/U/1993 date 25th February 1993, Indonesia government has determined English as the foreign language to be learned by the students in Indonesia from Elementary School as local content up to the university level.¹

Tinto states that success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills. These include – reading, writing, critical thinking, oral presentation, and

¹ Fika Nurul Hanifia, *The Use Of Vocabulary Journal In Enriching Students' Vocabulary Mastery And The Students' Attitudes Toward Its Use* , Thesis, Bandung: Universitas Pendidikan Indonesia, 2013.

media literacy.² The ability to read academic texts is considered one of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire.

At IAIN Palangka Raya, especially English Education Study Program, reading subject is one of receptive skill subjects to its function as a medium for accessing knowledge and technology. According to the level of interest is high enough, then the education curriculum of English Education Study Program, reading subject is taught as a compulsory subject in three semesters with a total weight of nine credits spread over three subjects. The three subject are Reading I, II and III. There are some purposes of these subject, namely, first, the purpose of Reading I this course is to develop the students' reading proficiency in English at the intermediate level through identifying the main idea of a paragraph and recognizing narrative, descriptive and expository types of writing. Second, the purpose of Reading II is designed to develop the students' reading proficiency up to intermediate level of English through comprehending in analyzing simple rhetoric structures of passage and classifying types of writing (narrative, descriptive, expository and argumentative passages). It also attempts to develop the students' skill of note taking and summarizing. Then, the purpose of Reading III is aim at improving the students' ability to read English passage at upper-intermediate level. In particular it is intended to develop their skill of recognizing.³

² Julian Hermida, *The Importance of Teaching Academic Reading Skills in First-Year University Courses*, The International Journal of Research and Review, Volume 3 September 2009, p.

³ Syllabus, *Bahasa Inggris, Semua Program Studi, S I*, STAIN Palangka Raya.

Based on some purposes above, basically, standard competency for Reading subject is capable of reading academic text, journals, and article. In order to understand an academic text and journal article, the student should have the ability to read a high level. In reading academic texts or journals, the reader is not just communicating with reading text, but must be able to understand the explicit and implicit meaning of the reading text. According to Hayes to understand the academic texts and journal article requires the ability to read a high level because of the language of communication or social language (conversational language or social language) differ in pattern and mastery of the academic language (academic language).

According to Teixeira, reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.⁴ Academic learning requires the students to learn and complete assignments independently, plan their workload, meet deadlines and organize

⁴ A.A.A Putri Dian Purnami Karang. *"Improving Reading Comprehension Through Kwl Strategy At The Eighth Grade Students Of Smp N 1 Amlapura In Academic Year 2013/2014"*, Thesis, Denpasar: Denpasar University, 2014.

their time. This level of self-management can be a challenge. Some students thrive, others find it difficult to adjust at first.⁵

When students read in a foreign language, there is often a tendency to focus more on new words or structures than on content or opinions. This happens not because the readers are incapable of reading for content due to their limited knowledge of the target language, but because they very often do not know *how* to make reading more meaningful. For example, language learners should know that numerous strategies are available to obtain information from the text as well as to get aesthetic pleasure out of reading.⁶

Over the years, numerous studies have reported that extensive reading benefits language learners in a variety of ways, including in the area of critical literacy. These studies claim that prolific readers noticeably improve their reading proficiency, reading habits, reading fluency, and vocabulary retention, as well as writing and spelling.⁷ In addition to gains in a range of language skills, students experience delight in language learning and positive feelings as extensive reading motivates them for further study and reading. Gee on Lyutaya argues that the more we read, the more competent language learners we become, and the more we enjoy reading; the more we enjoy it, the more we read, and the more competent language learners we become. This cycle consolidates language learning in other

⁵ University of New South Wales (UNSW) Learning Centre, 2013, *First steps: A beginner's guide to uni*. Retrieved February 2, 2014.
from http://www.lc.unsw.edu.au/firststeps/diff_ind.html.

⁶ *Ibid*, p.27

⁷ Paul Nation, *The Language Learning Benefits of Extensive Reading*, 1997, The Language Teacher online 21. From http://jalt-publications.org/old_tlt/files/97/may/benefits.html.

important ways as well: we gain more competence in the target culture and acquire broader background knowledge for more complex reading.⁸

In this study, one of the way to motivate and record extensive reading is using reading log. The reading log asks students to express in writing their own personal interests and insights and build on the skills they already intuitively possess: the ability to observe, to listen, to take notes, to reflect on their notes, and to ask questions that are borne out of a sense of genuine curiosity.⁹ When reading and assessing complex types of writing, a "reading log" can be helpful for recording observations and questions. A reading log is more structured than mere "first impressions" or "personal reactions." It helps students prepare for class discussion by collecting their insights or raising questions for us to pursue. It also helps students to prepare notes on the material which may help with test questions.¹⁰

The writer got information from one of lecturer, who teach reading course using reading log, the lecturer said that reading log is one of the way to motivate students and become a way to record students' reading activity. Also based on writer's experience when the writer took Reading I and Reading III subject, the lecturer asked students to use reading log to keep their notes during reading class. According to Lyutaya, a reading log is very useful because it is a place to take

⁸ Tatiana Lyutaya, *Reading Logs: Integrating Extensive Reading With Writing Tasks*. *English Teacher Forum*, 1.

http://americanenglish.state.gov/files/ae/resource_files/49_1_5_lyutaya.pdf. 2011. p. 27

⁹ <http://www.bothell.washington.edu/wacc/teaching/reading/journals> (Online: 17 Nopember 2015).

¹⁰ <http://chuma.cas.usf.edu/~pinsky/journaling.html> (online 17 Nopember 2015).

risks, speculate, ask questions, express opinions, and build knowledge, giving students the ability to grow as strategic readers and independent learners.¹¹

As result, in this study the writer want to apply reading log with expert' format to measure the effect of reading log toward students' reading achivement and reading strategy use. So, the writer decided to present the study by the title "THE EFFECT OF READING LOG TOWARD READING ACHIEVEMENT AND READING STRATEGY USE OF THE FOURTH SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM IN IAIN PALANGKA RAYA"

B. Problem of The Study

Based on the previous backround of the study, the writer states the problems of the study as follow:

1. Is there significant effect of reading log toward reading achievement of the fourth semester students at English Education Study Program in IAIN Palangka Raya?
2. Is there significant effect of reading log toward reading strategy use of the fourth semester students at English Education Study Program in IAIN Palangka Raya?
3. Is there significant effect of reading log toward reading achievement and reading strategy use of the fourth semester students at English Education Study Program in IAIN Palangka Raya?

¹¹ Tatiana Lyutaya, *Reading Logs*...p. 29.

C. Objective of the Study

According to the problems of the study, the objective of this study are:

1. To measure the effect of reading log toward reading achievement of the fourth semester students of English Education Study Program in IAIN Palangka Raya.
2. To measure the effect of reading log toward reading strategy use of the fourth semester students of English Education Study Program in IAIN Palangka Raya.
3. To measure the effect of reading log toward reading achievement and reading strategy use of the fourth semester students of English Education Study Program in IAIN Palangka Raya.

D. Assumption of the Study

There are two assumptions in the study. The assumptions as follow:

1. Reading log can give possitive effect on students' reading achievement and reading strategy use.
2. Reading log can improve or increase students' reading achievement and reading strategy use.

E. Significances of the Study

This study is significant for two reasons: theoretically and practically.

1. Theoretically, the writer would like to find the effect of reading log toward reading achievement and reading strategy use.
2. Practically, the writer expects to give contribution for:

- a. Teacher: The result of this study hopefully can give the alternative way or technique for English teacher about the use of reading log in teaching reading.
- b. Students: The writer also hope that the result of this study will be useful for students in order to increase or improve their reading ability independently.

F. Definition of Key Terms

1. The effect

Effect refers to a measure of one variable effect (independent variable) on another variable (dependent variable) or simply it can be said that the cause variable produces a change in the effect variable.¹² It concerns with testing to establish cause-and-effect relationship. So, it can be conclude that effect is a change caused by something. That also means a change of variable because a treatment given.

2. Reading Comprehension

According to Booth and Swartz in Kasemsap Journal state reading comprehension is concerned with one's thinking and understanding of the text. One's reading comprehension is affected by his or her prior experience and knowledge.¹³ Also Goodman viewed reading comprehension as an active, dynamic and growing process of interrelationships between the

¹² Jack Richard and Ricard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education Limited, 2002, p. 175.

¹³ Bharani Kasemsap and Hugo Yu-Hsiu Lee, "L2 Reading in Thailand: Vocational College Students' Application of Reading Strategies to their Reading of English Texts", *The Reading Matrix: An International Online Journal* Volume 15, Number 2, September 2015. p. 101.

reader and the text. As such, comprehension is the ultimate goal of reading and the essence of daily reading.

3. Reading Log

Reading log is a place to take risks, speculate, ask questions, express opinions, and build knowledge, giving students the ability to grow as strategic readers and independent learners.¹⁴ In this study, reading log refers students' note when they read books, journals, newspaper, articles, etc independently.

4. Reading Achievement

Reading achievement is the result of students' effort to get and understand knowledge and skill of reading through systematic process, practices and experience in period of time which usually measured by score or value of assignment and examination in reading of English subject. In this study, the students' score of pre-test and post-test will become students' reading achievement.

5. Reading Strategy

According to Brown in Firlana's thesis defines that strategy means specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.¹⁵ Reading strategies are employed to help readers increase their comprehension of the texts before, during and after they read. In this study,

¹⁴ Tatiana Lyutaya. *Reading Logs...* p. 29

¹⁵ Firlana Bakti Oktiatama, "*The Students And The Lecturer's Strategies In Improving Reading Comprehension For Islamic Reading At English Study Program Of STAIN Palangka Raya*". Unpublished Thesis. Palangka Raya : STAIN Palangka Raya. 2010. p. 8

reading strategy refers to students' strategy that they used during reading activity.

G. Hypothesis of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹⁶ The hypothesis is divided into two categories they were Alternative Hypothesis and Null Hypothesis:

1. Alternative hypothesis (Ha):

- a. There is significant effect of reading log toward reading achievement of the fourth semester students of English Education Study Program in IAIN Palangka Raya.
- b. There is significant effect of reading log toward reading strategy use of the fourth semester students of English Education Study Program in IAIN Palangka Raya.
- c. There is significant effect of reading log toward reading achievement and reading strategy use of the fourth semester student at English Education Study Program in IAIN Palangka Raya.

2. Null hypothesis (Ho):

- a. There is no significant effect of reading log toward reading achievement of the fourth semester students of English Education Study Program in IAIN Palangka Raya.

¹⁶ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

- b. There is no significant effect of reading log toward reading strategy use of the fourth semester students of English Education Study Program in IAIN Palangka Raya.
- c. There is no significant effect of reading log toward reading achievement and reading strategy use of fourth semester students at English Education Study Program in IAIN Palangka Raya.

The writer formulates the hypothesis because it will make the writer easy to focus on collecting the quantitative data based on variables in the hypothesis.

H. The Scope and Limitation of the Study

The study focused on the students' reading achievement and reading strategy use of the fourth semester students at English Education Study Program in IAIN Palangka Raya. The scope in this study is to investigate the effect of reading log toward students' reading achievement based on the reading comprehension levels and students' strategy use.

The writer limits this study only for the fourth semester students, particularly students who took Reading III course at English Education Study Program in IAIN Palangka Raya.

I. Frame of Discussion

The framework of the discussion of this study could be drawn as follows:

Chapter I : Introduction, that consists of background of the study, problem of the study, objective of the study, assumption of the study, significances of the study, definition of key terms, hypothesis of the

study, the scope and limitation of the study, and framework of the discussion.

Chapter II : Review of related literature, that consists of the previous studies, the definition of reading, the nature of reading comprehension, the level of reading comprehension, the problems in reading, independent learning in reading, the definition of reading log, the reading log model, assessing reading log, the definition of reading strategy, classification of reading strategy.

Chapter III : This chapter consists of research type, research design, variables of the study, population and sample, instrument of the study, data collecting, data analysis, and data analysis procedure.

Chapter VI : This chapter consists of description of the data, result of data analysis, and discussion.

Chapter V : This chapter consists of conclusion and suggestion.