CHAPTER I

INTRODUCTION

This chapter introduces the whole part of this study. Moreover, this chapter discusses background of the study, statements of the problems, aims of the study, significance of the study, hypothesis, research methodology, and organization of paper.

1.1 Background of the Study

Reading is important since it seems to be more academic than the other receptive skill and determines someone's level of literacy (Grabe and Stoller, 2006). It is believed that printed or written knowledge demands the higher ability of its learners since it is commonly more complicated than the spoken one. Therefore, those who are good in reading are usually academically successful. In line with this reason, Shoebottom (2011) states that educational researchers have found that there is strong correlation between reading and academic success. Also, the ability of mastering printed or written knowledge is usually possessed by people who have higher literacy. The better one masters reading, the better literacy level he or she has. The better level of literacy one has, the better quality of life he or she gets.

Another factor making someone's literacy level higher is the ability of mastering more than one language namely multilingualism (Grabe and Stoller, 2006). Thus people who read second languages (L2) or foreign languages well tend to have good academic achievement. However, L2 reading, particularly with English as the L2, is also considered difficult but important. In L2 reading, readers

do not only need to comprehend the contents or messages conveyed, but also need to understand the language used well. Meanwhile, it is believed that reading is a complex process involving such aspects as readers' experiences toward the topic being read, readers' knowledge related to the topic being read, and also readers' interests. In addition to those aspects, it is, again, stated that L2 reading needs ability to transfer any languages used to their own languages to get their best understanding. Reading English becomes important since English is not only the global language but also the language of science, technology, and advanced research.

Reading proficiency in an L2 unfortunately does not develop as completely and easily as it apparently does in one's first language. Seldom are L2 students given as much time to develop strong reading abilities, despite similarly demanding expectations for success. In fact, Grabe and Stoller (2006) state that many people in multilingual settings need to read in an L2 at reasonably high level of proficiency to achieve personal, occupational, and professional goals.

To cope with such incomplete and uneasy development of an L2 reading for students, an effective task or assignment is required. Certainly the task should give students more chances to read in an L2 so that sooner or later they will get familiar with it. The task should also be easy to apply for both teachers and students.

One of the complete and easy tasks improving students' reading abilities has recently been implemented by several lecturers at English Education Department of Indonesia University of Education. Most students who have done the task

found that the task is effective to improve their reading abilities since it makes them read. The task, namely chapter report, is a regular homework where students should report every chapter to discuss using their own handwriting. The materials are presented in English but they should report them in bahasa Indonesia (Indonesian language). There is also a required format in making the text summary and the text summary values in certain points so that it affects their whole achievement. In this study, the chapter report turns to text summary considering that what students should do is summarizing or highlighting the gist of texts rather than reporting certain chapters.

Regarding those reasons, this study tries to investigate the effectiveness of text summary assignment towards students' reading abilities. In other words, this study aims at finding whether there is significant difference between a class implementing text summary and a class not applying it. Simultaneously, this study also intends to find out students' responses to the application of text summary, particularly on its advantages and disadvantages.

1.2 Statements of the Problems

1. Is there any significant difference in reading abilities between the group that makes text summary and the group that does not make it?

2. According to students, what are the advantages and disadvantages of text summary assignment?

1.3 Aims of the Study

This study aims at investigating whether or not there is any significant difference in reading abilities between the group that made text summary and the

group that did not make it. Additionally, this study also tries to find out students' opinions about the advantages and disadvantages of text summary assignment.

1.4 Significance of the Study

The result of this study is expected to be contributive to several elements such as English students (practical aspect), English teachers (professional aspect), and English subject itself (theoretical aspect). For English students, it can help them get prepared in attending classroom and understand any subject especially reading better. For English teachers, it can be helpful for them to find a certain new technique in teaching English, especially reading, or at least it can be their consideration in teaching English. Last but not least, for English subject itself, especially reading, if the result shows that there is any significant difference, it can ruin the rumor saying that reading is very difficult both to learn and to teach. It can also enrich theories and methods in this subject.

1.5 Hypothesis

Because this study tries to find out effectiveness of text summary towards students' reading abilities, null hypothesis and alternative hypothesis are usually stated as suggested by Coolidge (2000) and Kranzler and Moursund (1999). The null hypothesis and alternative hypothesis are as follows:

Ho: There is no significant difference in reading abilities between the group that makes text summary and the group that does not make it.

Ha: There is significant difference in reading abilities between the group that makes text summary and the group that does not make it.

In statistical symbol, they are as follows:

Ho: μ experimental group = μ control group

Ha: μ experimental group ≠ μ control group

Furthermore, it will be proven whether the null hypothesis is rejected or accepted. If it is rejected, it means that there is significant difference between in reading abilities the group that makes text summary and the group that does not make it. Whereas, if it is accepted, it means that there is no any significant difference between both groups. In other words, the treatment is ineffective to improve students' reading abilities.

1.6 Research Methodology

1.6.1 Research Design

This study mainly employs a quantitative design. Since the purpose of this study is to find out whether text summary assignment is effective in improving students' reading abilities, experimental design is used. Simply put, experimental design is a kind of quantitative study in which there are two kinds of groups involved that include experimental group and control group (Fraenkel and Wallen, 1990). They also said that the experimental group is the group that gets a treatment (in this study, the treatment is chapter report) while the control group does not. Because random assignment is not possible to carry out in this study, quasi experimental, particularly nonequivalent/ nonrandomized pre-test and post-test design is then used.

1.6.2 Participants

1.6.2.1 Sample and Population

Sampling is globally used in research papers to generalize population's characteristics through sample (Coolidge, 2000; Kranzler and Moursund, 1999). In this study, population is all eighth graders at Pondok Pesantren Albasyariyah Bandung, whereas the sample(s) is two classes of them. Thus the results obtained from those samples, which are two classes of grade 8 at Pondok Pesantren Albasyariyah Bandung, are going to be used to generalize the characteristics of the population, which is all students of grade 8 at Pondok Pesantren Albasyariyah Bandung.

1.6.3 Data Collection

There are two main instruments used to collect data in this study, namely test and questionnaire. The test, which is divided to pre-test and post-test, is used to obtain students' scores. The test will be a reading test in form of multiple choices. There will be 20 questions related to a recount text presented. On the other hand, the questionnaire is used to gain students' perceptions about the application of chapter report.

1.6.5 Procedure of the Study

The procedure of this study includes pilot test, pre-test, treatment session, post-test, and questionnaire. The pilot test aims at finding out whether the test is applicable or not so that it will be possibly repeated several times. The pre-test is carried out to see initial differences between experimental and control groups. The treatment session is where the text summary is applied to the experimental group.

The treatment will be given five times in five sessions. Students will have to report various topics of the same genre. The genre that will be taught is recount. The post-test is aimed at finding out whether there is a significant difference between both groups after the treatment. Lastly, the questionnaire session is to find out students' perceptions towards the application of chapter report, particularly dealing with its advantages and disadvantages.

1.6.6 Data Analysis

1.6.6.1 Pilot Test Data Analysis

The pilot test will be conducted to analyze whether or not the instruments are appropriate to use. If there are inappropriate things, the instruments will be revised.

1.6.6.1.1 Validity Test

In the process of pilot test, there will be validity test to see whether the test is valid or not. In other words, it is carried out to see whether the test measures what should be measured. Since the test, which will be a reading test, will be in the form of multiple choices, Pearson Product Moment Correlation in SPSS 16 for Windows will be used to check the validity.

1.6.6.1.2 Reliability Test

When the test has been valid, then reliability test will be carried out. It is aimed at seeing whether or not the test gives consistent results. Cronbach's Aplha in SPSS 16 for Windows will be used to test the reliability of the test.

1.6.6.2 Pre-test Data Analysis

Both experimental and control groups will get pretest and posttest. The pretest mainly aims to see if their scores are relatively similar to each other so that it can be assumed that what makes the scores improve is the treatment. After getting the scores of pretest and posttest, there will be several tests conducted including normality of distribution test, variance homogeneity test, and then t-test or Mann-Whitney Test (it will depend on the normality of data distribution).

1.6.6.2.1 Normality of Distribution Test

To see if the data are normally distributed, there will also be a test. In SPSS 16, Kolgomorov-Smirnov will be used to analyze it. First of all, the hypothesis and the alpha level of 0.05 will be stated. Second of all, the distribution will be analyzed using Kolgomoro-Smirnov Test. Lastly, the result/ *Asymp. Sig* (probability) will be compared with the level of significance. This is to test the hypothesis. When the *Asymp sig* is more than the level of significance, the hypothesis is accepted, meaning that the data are normally distributed.

1.6.6.2.2 Variance Homogeneity Test

If the data are normally distributed, there should be variance homogeneity test. First step of this test is stating the hypothesis and the alpha level of 0.05. Second step is analyzing the variance homogeneity test. Third step is comparing the *Asymp sig* with the level of significance. If the *Asymp sig* is larger than the alpha level, the hypothesis is retained. It means that the data are homogenous.

1.6.6.2.3 Independent *t* Test and Mann Whitney Test

There are two possible tests to conduct to see whether the two groups' means are significantly different. If the data are normally distributed and the

variances are homogeneous, independent t test is performed. However, if the data are not normally distributed, they will be calculated using mann whitney test.

1.6.6.3 Post-test Data Analysis

The post-test data analysis is exactly the same as that of the pre-test data analysis. The primary distinction lies on the purpose. The purpose of the pre-test is only to see that the scores of both experimental and control groups are not significantly different so that it will be safe to assume that it is the treatment that will make them different while the purpose of the post-test is to see whether the treatment makes any significant difference in students' achievement.

1.6.6.4 Questionnaire Data Analysis

Students' opinions about the advantages and disadvantages of text summary assignment will be classified and then presented in chapter 4.

1.7 Organization of Paper

This study consists of five chapters. Chapter I, namely introduction, mainly discusses the background and the headlines of this study. Chapter II reviews theories and studies related to the topic of this study. Research methodology of this study is presented in chapter III. Then the results of this study, namely findings and discussions, are elaborated in chapter IV of this study. Finally, this study ends up with some conclusions and suggestions pointed out in chapter V.

This chapter has discussed the introduction of this study that mainly deals with its background. It has been elaborated that the topic is chosen since reading is often considered important yet difficult. Regarding those reasons, a good task

needs to be implemented to improve students' reading abilities and this study

offers text summary as an effective task to do so.