

CHAPTER 1

INTRODUCTION

The chapter gives a brief description of the whole content of the research, including background, statements of the problem, aims of the study, scope of the study, and significance of the study.

1.1 Background

Reading is considered as important aspect because of its valuable benefits in developing knowledge. Reading is also considered as important skill for second language learning. Therefore, students are expected to have good comprehension to deal with all reading aspects and difficulties in academic context.

However, English learning in vocational school reading is rarely taught in the classroom since the English learning in vocational school is more focused on speaking. Whereas, as stated before, reading is very important since there are some English tests that should be followed by vocational school students which contain reading comprehension test such as National Examination (UN) beside the third grader of vocational school will have TOEIC test (Test of English for International Communication) which also has reading comprehension test. Moreover, when the students graduated from vocational school, they have to follow SNMPTN (Higher Education National Selection) which also contain reading comprehension test. Based on those reasons, reading is very important. Furthermore, as the teacher we should

prepare students with learning strategies so that the students can use their learning strategies to improve their reading comprehension which could not be taught optimally in the school.

Generally, Grabe and Stoller (2002) define reading as the ability to draw information from a text and to form an interpretation of the information. Commonly, people read for general comprehension, whether for information or for pleasure, the objective is not to memorize most of specific detail but to have a good comprehension of the main ideas and to relate those main ideas to background knowledge as appropriate.

Specifically, in academic context occurs reading to learn. In this context a person needs to learn a significant number of information from a text. This purpose of reading requires abilities to remember the elaboration of main and supporting ideas from the text, recognize and build rhetorical frames that organize the information in the text, and also link the text to the reader's background knowledge. Furthermore, to comprehend, readers have to use the information they already have to filter, organize, and reflect the upcoming information. In addition, McCardle (2002) as cited in Westwood (2008) suggests that comprehension process draw on many cognitive and linguistic abilities, especially vocabulary, recalling background knowledge, sentence processing, verbal reasoning, and working memory. In addition, Rosenshine as cited in Jordan (2005) states that reading comprehension is an area where cognitive strategies are important.

Based on the explanation, the writer tries to apply the cognitive learning strategies to improve students' reading comprehension. Therefore, this study is intended to investigate the effectiveness of cognitive learning strategies in improving students' reading ability and it is expected that this research will contribute to the practice of reading teaching in the future.

1.2 Statement of the Problems

This study is conducted to answer these following questions:

1. Is the implementation of cognitive learning strategies in teaching reading effective in improving students reading comprehension?
2. What are reading difficulties faced by the students?

1.3 Aims of the Study

Based on the questions formulated above, the aims of the study are:

1. To find out the effectiveness of the implementation of cognitive learning strategies in teaching reading in improving students reading comprehension.
2. To find out the reading difficulties faced by the students.

1.4 Scope of the Study

In accordance with the purpose of the study, this study is limited only to find out the effectiveness of cognitive learning strategies in improving students' reading

comprehension. Furthermore, this study tries to find out what are reading difficulties faced by the students in a vocational school in Bandung.

1.5 Significance of the Study

This study is expected to:

1. Contribute to the EFL teaching methodology where cognitive learning strategies are used as an alternative strategy in teaching and learning reading.
2. Enhance students' and teachers' knowledge related to reading skill
3. Develop students and teachers creativity in the teaching learning process of reading.

1.6 Clarification of Terms

To avoid misconception and misunderstanding, several terms are clarified. Those are:

- Effectiveness in this study refers to different effect which produces better result in students reading ability before and after treatment from implementation of cognitive learning strategies in teaching reading
- Cognitive learning strategies refer to language learning strategies which are based on cognitive learning theory.
- Improving students' reading ability in this study is defined as to improve reading comprehension, skill and comprehension of the students in the process of reading learning.

1.7 Organization of Paper

This introductory chapter provides information on the background of the study, research questions, the aims of the study, and the organization of paper. Chapter 2 presents the theoretical foundations that are relevant to the present study. It reviews the language learning strategies theory, cognitive learning strategies theory, and also some theory about reading. Chapter 3 is provided to outlining the methodology of the research. It presents the respondents of the study, instruments and stages of data collection, and steps of data analysis. Chapter 4 provides the results of the research and discussion of the research findings. Chapter 5 presents all the conclusion of the study and also provides for implications and suggestions for further researchers and related institutions.