

## CHAPTER I

### INTRODUCTION

This chapter elaborates the background for conducting this study, research questions, aim of the study, scope of the study, significance of the study, research methodology which includes the research design, population and the sample, instruments, data collection, and data analysis, clarification of terms, and organization of the paper.

#### 1.1 Background of the Study

Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an ever widening world (Maher, 2000). The reading skill becomes one of the most important element of learning English because if someone does not have the ability to interact and learn through reading and writing surely he or she will have disadvantages in his or her life (Rose, 2006, cited in Westwood, 2008:2). Reading is a basic tool in the living a good life (Adler, 1977). In learning reading, students have to comprehend the text given. Brown (2001) stated that reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language learners who already literate in their native language.

Among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the national examination focus on the reading comprehension (Sunggiwati, 2013). However, most of students in Indonesia have lack of ability in reading. They cannot focus on what they read and feel bored for the text given. For example, students in Indonesia who have been studying English for six years, regrettably, can hardly understand and speak English effectively (Nur, 2004). Many students judge that an English text is very hard to understand. Consequently they fail in trying to comprehend a written text and finally they treat reading as the most avoidable activity as Collins (1996, cited in Aeny, 2009) stated in her research “many disabled readers never saw reading as a language operation. They never saw reading as something they could do-it was something to be avoided”. According to Bank Dunia no. 16369-IND, and the study of IEA (International Association for Evaluation of Education Achievement) in East Asia, the lowest reading level of children was in Indonesia. Based on the survey of UNESCO in 2011, the fact that the index of reading

Indonesia people showed 0.001. That means in a thousand populations, there is only one person who still has interest in reading.

Teaching cannot be defined apart from learning because teaching is guiding and facilitating learning. That's why the teacher's style, approach, method, technique and strategy would give a huge impact to success in learning process (Brown, 2001). Teachers have to choose the appropriate method and strategy for students with different quality and quantity (Brown, 2001; Harmer, 2001; Harmer, 2002). If teachers insist a wrong technique in teaching reading comprehension for students, how can our young generation can explore the world by reading. Cole (2008) stated that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to be able to communicate using the language being learnt. Davies and Whitney (cited in Numaya 2003: 21) stated that both student and teacher have developed their own reading strategies. Not only teachers need various strategies but students also need reading strategies for improving their reading comprehension.

The students' view of reading is an example of a perception of reading that greatly differs from reading perception that is held by adults. Students in various stages of learning to read do their best to make sense of their instruction; however, they may develop perception about reading that impede their progress or make the task of reading a somewhat mysterious activity. It is important to know how these perception affect students as readers and discover alternative teaching techniques; ways to motivate students, as well as things teachers and parents can do to improve the ways in which they present reading to their students and children. Students who can learn independently from content text are strategic readers who can access and link prior knowledge to new learnings or concepts, monitor and adjust their learning through metacognitive thought, and organize their understanding of expository texts with their knowledge of text structure (Stevens, 1980; Hayes & Tierney, 1982). While some learners seem to possess these skills with little or no instruction, others do not. Learners who do not have control over their learning processes and do not apply learning strategies effectively are less likely to live up to their academic potential.

The constructivist view of a strategic reader supports at least three areas key to learning and content literacy strategies: prior knowledge, metacognition, and text structure awareness. Content literacy strategies help students become strategic readers, which is the goal for all competent readers. Degree and accuracy of prior knowledge or background knowledge has been identified by researchers as having a causal relationship to comprehension (Hayes &

Tierney, 1982; Stevens, 1980). Students who possess metacognitive knowledge monitor their comprehension and strategies for learning. They recognize when problems in understanding occur, identify what is wrong and why the problem is occurring, identify strategies which might help ameliorate the problem, select the most appropriate strategy, and determine if the strategy was successful (Barton, 1997). Strategy based reading programs promote and foster critical thinking of students. These strategies require students to dig deeper in order to deepen their understanding of the text. This is because students are thinking when they're reading. Students are monitoring their thought processes and asking questions while they're reading. Literacy researchers have been able to extract from those studies and have agreed upon the seven key strategies that encourage reading comprehension and growth. Those strategies are: creating visualizations, making connections, asking questions, inferring, determining importance and synthesizing, and monitoring one's comprehension while engaged with texts (Zimmerman, C. & Hutchins, C., 2003).

Based on the explanation above, the researcher intends to conduct a study that concerns to the topic. The study will analyze the students' perception on reading strategies for improving reading comprehension. The study will investigate the students' reading strategies in reading lesson. Hopefully, from those investigations, the researcher will find out what students' perception on reading strategies for and help students to discover their own reading strategies.

## **1.2 Research Question**

The purpose of the study is to investigate the students' perception on reading strategies for junior high school.

1. What is students' perception on reading strategies for improving reading comprehension?

## **1.3 The Aim of the Research**

From the earlier explanations and the proposed research questions, the study attempts to explore the students' strategies in reading. Given the above research question, the aim of this study is:

1. To find out students' perception on reading strategies for improving reading comprehension

## **1.4 Scope of the Study**

The study focused on the students' perception on reading strategies for improving reading comprehension. The research was conducted in teaching learning process; in junior high school. The study analyzed the students' perception on reading strategies for improving reading comprehension.

## **1.5 Significance of the Study**

This study is expected to give benefits for many people, especially for those who are associated with this area.

Theoretically, the result of the reasearch are expected to enrich the literature on English teaching reading and also give beneficial references for future research on reading skills that students need to succeed.

For the next reasearchers, the result of the reasearch can be used as a contribution of opinion that can be taken as references for another investigation in the same area in different contexts.

Practically, for English teachers, it is important for teacher to know what students' background, their weaknesses and strengthen to motivate students in improving their skill in reading comprehension. And choose the appropriate strategies in teaching reading comprehension. For students, it is important for students to learn about reading. Not only add so many new vocabularies but also enhance their knowledge about English language and fix the grammar structure. This research could help the students to discover their own reading strategies so that they can manipulate it in making the reading more successful.

## **1.6 Research Methodology**

### *1.6.1 Research Design*

Qualitative and quantitative approaches are employed in this study. The purpose of qualitative approach is to understand, describe and explain beliefs, behaviors and meaning in context-specific settings (Wu and Volker, 2009). A qualitative "approach" is a general way of thinking about conducting qualitative research. They describe about situations. The interviews were conducted to find information about students' perception on reading strategies to collect the information in the survey. Data collected from

interview were analyzed by using descriptive qualitative analysis method. A quantitative approach is a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyze these numbers using statistics; and conducts the inquiry in an unbiased, objective manner (Fischler, 2014). The obtained data were analyzed by using Pearson Product Moment Correlation in finding whether there was any correlation between students' reading strategies and reading comprehension test.

#### *1.6.2 Subject of the Research*

This study was conducted in one of the junior high schools in Bandung (SMP N 15 BANDUNG). The subject of the research was class 9<sup>th</sup> in the school. The researcher observed the students' perception on reading strategies for improving reading comprehension.

#### *1.6.3 Data Collection*

Data Collection is an important aspect of any type of research study. Survey or questionnaire, interview, observation and document analysis are several methods that can be employed to collect data (Alwasilah, 2002). There are several techniques to collect the data such as observation methods, document review in gaining the information. The reading comprehension test was used to measure students' reading comprehension. Survey questionnaire was used to collect data that relates to students' perception on reading strategies. Informal interviews were conducted to find information about students' perception on reading strategies to collect the information in the survey.

#### *1.6.4 Data Analysis*

In this study, the data were gained through interview and survey questionnaire and with the aim of getting the fullest evaluation from students' perception on reading strategies for improving reading comprehension. There are the following steps:

- 1) Survey questionnaire: In this study, the data obtained from the questionnaire were analyzed by using a Likert scale formula. The students' answers are counted by changing their answer into the form of score based on the Likert scale.

**Table 1.1 Likert Scale Score**

	Always	Often	Sometimes	Seldom	Never
Score	5	4	3	2	1

(Adopted from Sugiyono, 2008: 135 cited on Hardiani : 2011)

- 2) Interview: The steps to analyze the interview data wererecording students' statements on reading strategies then describing the recording. The next step was categorizing the data based on some aspects. Data collected from interview were analyzed by using descriptive qualitative analysis method.
- 3) Reading test: the reading comprehension test was used to measure students' reading comprehension.

$$\frac{CA}{N} \times 100$$

CA = Number of correct answers

N = Number of the total items

The obtained data were analyzed by using Pearson Moment Correlation Formula, but if the obtained data was abnormal another appropriate formula will be used. Correlation study is used to find whether there is any relation between one variable to another and how strong the relation is without controlling the sample (respondents) since there is no treatment or experiment the respondents.

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

X = independent variable

Y = dependent variable

n = number of samples

$\sum x$  = the totaling of x

$\sum y$  = the totaling of y

$\sum xy$  = the totaling of x times y

## 1.7 Clarification of the Term

There are some significant terms in the research that are needed to be clarified to avoid misinterpretation, they are:

### 1. Reading

Reading is a way to accept an information from the text. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text) (Johnston& Kirby, 2006). teacher's techniques in improving reading comprehension is needed to motivate them in reading.

### 2. Reading strategies

Reading strategies are a way how readers manage their interaction with written texts and how they use strategies for achieving effective reading comprehension (Carrel, 1998). In a similar way, the use of various strategies has been found to be effective in improving students' reading comprehension (Singhal, 2001).

### 3. Students' strategy

Students' strategy is a person's approach to learning and using information. The ability to understand and use the information in these texts is the key to a students' success in learning. Students who can learn independently from content text are strategic readers who can access and link prior knowledge to new learnings or concepts, monitor and adjust their learning through metacognitive thought, and organize their understanding of expository texts with their knowledge of text structure (Stevens, 1980; Hayes & Tierney, 1982).

### 4. Students' perception

The way students perceive stimuli about what students have learned and actions in response to these stimuli. It also involves the cognitive processes required to process information, such as recognizing the text in reading (Cherry, 2014). It is important to know how the perception affects students as readers and discover alternative teaching techniques; ways to motivate students, as well as things teachers and parents can do to improve the ways in which they present reading to their students and children.

## **1.8 Organization of the Study**

This paper will be organized into five chapters. The chapters will be divided into subtopics to elaborate the issue given as follows:

Chapter 1 is Introduction. It comprises the background of the study, research problems, aims of the study, limitation of the study, research methodology, clarification of the terms, and organization of the study.

Chapter 2 Theoretical Framework which provides the theoretical framework on the issue that is relevant with the present study.

Chapter 3 is Research Methodology which explicates the methodology on conducting this study. It consists of research method, instrument, respondent, technique of data collection, and data analysis.

Chapter 4 is Finding and Discussion which provide the explanation of the result of the study after conducting the research.

Chapter 5 is Conclusion and Suggestion which present all the conclusion of the study and also provide the recommendation for further researchers and related institution concerning in teaching reading.