

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, the aims of the study, the scope of the study and the significance of the study. It also includes the clarification of key terms and the organization of the paper.

1.1 Background of the study

In education, reading is highly important for the learners. It is a part of communication and the way of building knowledge (Emilia, 2010). Reading is also included into receptive skill besides listening. Receptive skills is the way in which people extract the meaning of the discourse they see or hear (Harmer, 2001: 199). To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively. Gillet and Temple (In Ngadiso, 1928, p..2) say, “comprehension is the understanding new information in life what we have already known”. This thing will make students be more successful in applying and improving everything that had been learned and understood.

Reading is not only important for the learners in English speaking countries (e.g. United States, Australia and United Kingdom, etc.), but also in non-English speaking countries, especially Indonesia. The PISA study reported Indonesia students’ reading performance in 2009 and 2012 as follows: In 2009, Indonesia was ranked 59 of 67 countries; and in 2012, Indonesia was ranked 64 of 65 countries. The report shows that Indonesia students’ reading performance have decreased during the periods. Furthermore, according to the Alliance for Excellent Education, approximately 8 million students in grades 4-12 read well below grade level (Heller & Greenleaf, 2007). It is also emphasized by the previous study conducted by Biancrosa and Snow (2006) which the study reported that nearly 70% problems of the secondary readers deal with ‘reading comprehension’.

There are many studies concerning certain techniques in improving students’ reading comprehension: Kerr (2009) cautioned against the abandonment of classroom task that involve skimming, scanning, and inferring; Kispal (2008)

investigated the effectiveness of teaching inference skill for reading. The last study is Aziz (2014) investigated Students' reading ability in several types of text in English in senior high school.

The fact is there are many reading techniques or reading strategies which can help students to read. This paper aims to discover students' reading technique difficulties in reading recount text by using several techniques based on the theory of reading techniques or reading comprehension skill by Mikulecky, B. & Jeffries, L. (2005). The techniques are categorized into several types, due of the research needs, researcher decided to focus in five reading techniques, there are (previewing and predicting, scanning, skimming, making inference, and summarizing). The study was conducted in the sixth semester of college students' in order to see their difficulties in answering questions which are represented five reading techniques. Since the study of examining students' reading techniques difficulties in recount text in Indonesia, especially in college students' context is still rare, it is expected that this study will contribute to the betterment of students' reading ability in Indonesia.

1.2 Purpose of Study

The purpose of this study is to find out the reading techniques difficulty that most college students encounter in reading recount text.

1.3 Research Questions

The study is conducted to answer the question:

1. Which reading techniques that the students found difficult to master in reading recount text?

1.4 Scope of the Study

The focus of the study is to find out the reading techniques difficulty that most college students encounter in reading recount text based on the analysis of the responses to the questions in the test.

1.5 Significance of the Study

The study is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical benefit

The research findings can be used as the contribution in providing new information about college students' reading techniques in recount text. This study is also expected to give information about difficulty in reading techniques and strategies that students use in reading recount text.

2. Practical benefit

The research findings will be beneficially useful for public readers and other parties such as teachers and lecturers, even students. Teachers/Lecturers could acquire benefit of new techniques that supports teaching reading comprehension and other reading activities.

3. Professional benefit

The research can help Teachers/Lecturers to arrange the effective learning activity, adjusting their students' reading ability.

1.6 Clarification of Terms

There are some terms in this study that need to be clarified. The definitions of them are as follows:

- 1) Reading Techniques: reading is the exercise dominated by the eyes and brain to draw the meaning, puzzle-solving, infer meaning, understand the context, get the linguistic information of text or printed page (Hasemi, 2010; Maskar, 2008; Stoller, 2002; Brown 2001; Nuttal, 1996; William, 1996). There are five kinds of reading skills; Previewing and predicting, scanning, skimming, making an inference, and summarizing.
- 2) Reading: Grabe and Stoller (2002:9) defined reading as the ability to draw meaning from the printed page and interpret this information appropriately.

- 3) Text: Text is a meaningful linguistic unit in a context (Siahaan & Shinoda, 2008). In addition, text is defined as “words and sentences woven together to create a single whole” (Christie and Misson, 1998: 8, cited in Emilia, 2010)
- 4) Recount Text: Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

1.7 Organization of Paper

This research will be organized in five chapters. Each chapter has some sub-topics which help the readers to clarify the information and give details on the information of which the researcher input into this research. The organization of the paper is as follows:

1) Chapter I. Introduction

This chapter provides the information on the background of the study, statement of problems, purposes of the study, the scope of the study, the significance of the study, clarification of terms, and organization of the paper.

2) Chapter II. Literature Review

This chapter consists of the theoretical foundation of the study. This chapter deals with some theories from many experts and the previous research in this field, emphasizing the basic theory of the research to make the research more reliable.

3) Chapter III. Methodology

This chapter describes the methodology employed in this research. In this chapter the methods employed and the data collected are provided and explained.

4) Chapter IV. Finding and Discussion

This chapter presents finding and result about students reading ability in a state university based on the data which had been collected.

5) Chapter V. Conclusion and Suggestions

This chapter presents the conclusions of the research and suggestions for further research and the parties in the field.

1.8 Concluding Remark

This chapter has discussed the background of the study, research question, the purposes of the research, clarification of related terms, and organization of the paper. In the next chapter, this paper will discuss the literature review of the study.