

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the study including background, limitations of the problem, research question, aim of the study, significance of the study, hypothesis, research method, clarification of the key terms, and organization of the paper.

1.1 BACKGROUND

In the teaching of English, there are four skills that should be mastered - listening, speaking, reading and writing. The four skills have become the main concern of English teaching method these days. The last two skills, reading and writing, are considered the skills gained by students learning English after they gain listening and speaking skill. This consideration is based on natural human development, especially in acquiring language.

In mastering reading comprehension skill, a person must be exposed to English reading materials as often as possible. Generally, the problem with reading lies on lack of understanding toward the reading materials. Students are merely reading for the sake of reading itself. They do not really understand what the reading is all about. This problem can happen because the students do not read enough materials. Other problem is that some students consider that reading is a boring activity. They do not have interest in reading because the topic is too common or even too weird for them.

Writing skill, to some people, is considered as the most difficult and complex skill in mastering English. They think that to be able to write well, a person should have a lot of knowledge about language and about the world. Not to mention the numbers of exercises he/she should go through. Mastering writing skill is a long process, so it is a long way to become a good writer. This assumption makes many people not fond of writing. They are afraid to express their feelings or opinions in written form. Since written language can be easily evaluated, people are scared that readers will find the mistakes they made in their writing. They underestimate their own writing skill even before they scratch anything.

Gaining writing skill is often done by exercises – making as many writings as possible. By producing numbers of writing, one's writing skill will improve. However, there is also something that should be done to support the confidence in writing and the quality of the outcome. This thing is reading.

To read a lot will make students get enough input so they can produce good output especially in writing. Ron Lee (2008), an American EFL/ESL teacher and researcher, on his blog stated that giving students enough reading assignment is more important than teaching them how to write and correcting mistakes in their essays. Reading experience and detailed reading activities will make students used to written language and notice the patterns of English use. They will be aware of the English structure and patterns, and those will be planted automatically in their brain. This will lead readers to have good reading comprehension; they will be able to understand perfectly of what a text is all about. Ron Lee also said that based on his experience, when a student reads more, he/she will write better. Thus, it can be

assumed that the benefits of the exposure to English through detailed reading activities can support writing skill since reading provides the knowledge and experience for a person to be able to write well.

That reading and writing do have a strong connection is not a new issue in the world of language learning. Smith (1988: 177) said that by reading, people could learn to write. They can see and learn punctuation spelling, paragraphing, and style through reading. This idea is in line with Wisconsin State Reading Association (2004:164) which said that reading and writing are mutual processes. Writers can learn much about writing by reading, and readers can learn much about reading by writing. Robert Tierney and Margie Leys (Stevens, 2005) found in their research of students of all ages that writing and reading *are* interrelated activities. They found complex evidence for the interconnectedness on multiple levels. As the equipment for keeping information, invention and consideration, communication, and pleasure, reading and writing cooperate in many ways.

These are conclusions Tierney and Leys (Stevens, 2005) made about how and when reading and writing relate to each other:

- *Selected reading experiences definitely contribute to writing performance; likewise, selected writing experiences contribute to reading performance.*
- *Writers acquire certain values and behaviors from reading and readers acquire certain values and behaviors from writing.*
- *Successful writers integrate reading into their writing experience and successful readers integrate writing into their reader experience.*

It seems that many people agree that reading will do so much to the development of writing skill. This supposition becomes interesting for the writer because based on her own experience, the writer believes that what people need to

be able to write well is a good reading comprehension skill that can be improved through detailed reading strategy.

1.2 REASONS FOR CHOOSING THE TOPIC

The researcher's personal experience was the reason why this topic was chosen. The researcher believes that when someone is exposed to a number of readings and perform a detailed reading, he/she will have a better relationship with texts and that will lead him/her to a better language production, including writing.

This research employed detailed reading of texts to bond the students with them, connect them together, and lead the students to a better writing achievement.

1.3. STATEMENTS OF PROBLEMS

Detailed reading strategy enables students to comprehend and interpret the text's subject matter in a great detail, to recognize the patterns of language (Rose & Avedo, 2006) and will lead them to a better achievement in writing. In relation to the issue above, this research looked for answers to the questions:

1. Is detailed reading strategy effective in improving students' writing achievement?
2. How does detailed reading strategy improve students' writing achievement?
3. To what extent does detailed reading strategy improve students' writing achievement?

1.4. AIM OF THE RESEARCH

This research investigated how detailed reading strategy affects writing achievement. By conducting this research, the writer attempted to examine in what way reading comprehension contributed to the development of students' writing achievement.

1.5. HYPOTHESIS

Hypotheses are statements about the possible result derived from study (Brown, 1988). In this study, the researcher proposed a hypothesis. The hypothesis stated that there is significant difference in students' posttest writing scores between the experimental and control group.

1.6. THE SCOPE OF THE STUDY

This research covered the detailed reading strategy in terms the method used in reading a number of texts given during treatment. This strategy involved three phases, which are text marking, note making and rewriting. While for the writing achievement, it covered content, organization, vocabulary, grammar and mechanics. This research covered only detailed reading strategy and whether it affected students' writing achievement.

1.7. THE SIGNIFICANCE OF THE RESEARCH

This study may offer some contributions. This research was expected to contribute to the effort of finding a better method in teaching English especially in reading and writing skill. The result of this research could become a foundation to develop a way in integrating reading and writing skill in the teaching of English. Finally, this integrated teaching strategy may improve the students' mastery in learning English.

1.8. RESEARCH METHOD

1.8.1 Research Design

This research was a quasi-experimental study involving experimental group and control group. The groups were treated equally as both were given Pretest and Posttest, except that the experimental group was given a detailed reading treatment. This treatment was given by giving them detailed reading activities and engaging them in critical discussion to improve their reading comprehension. The experimental study in this research is described as follows:

$$\begin{array}{c} G1 \quad T1 \quad X \quad T2 \\ \hline G2 \quad T1 \quad T2 \end{array}$$

Where :

G1 = experimental group

T2 = posttest

G2 = control group

X = treatment

T1 = pretest

(Hatch and Farhady, 1982)

1.8.2 Participants

The participants involved in this research is 3rd grade students in SMA Negeri 20 Bandung. This research took two classes, the first class was experimental group and the second was control group.

1.8.3 Instruments

Instruments used in this research are as follow:

1. Pre-Test. This was given two both groups (experiment and control) before the detailed reading treatment was given. This test was given to find out the initial achievement of the two groups.
2. Post-Test. This was given two both groups to measure students' writing achievement after the treatment was given.
3. Questionnaire. This was used to find out students' view toward the detailed reading strategy.
4. Document study. This was used to get more detailed information regarding the students' writing.

1.8.4 Data Collection

In doing this research and collecting the required data, the writer took few steps as follow:

1. Pre-Test. Writing test was conducted to identify the initial writing achievement of the two groups.

2. Post-Test. Writing test was conducted to identify the difference in writing achievement between the two groups after the treatment has been given.
3. Questionnaire. It was filled by the students at the end of the research. This questionnaire consisted of questions concerning students' opinion about reading exposure treatment.
4. Document study. It was conducted by analyzing the writings of students in experimental group that resulted from pretest and posttest.

1.8.5 Data Analysis

There were four steps in analyzing the data resulted:

1. Determining the students' score of the two groups in pre-test and post-test in order to find out the significance of the two groups' means in Pre-Test and Post-Test.
2. Determining how effective detailed reading strategy was in improving writing achievement by comparing the result of the experimental group and control group using independent group t-test.
3. Analyzing the result of the questionnaire.
4. Analyzing the document resulted from the experimental group's posttest.
5. Interpreting the research findings in order to explain the results of the study.

1.8.6 Research Procedure

In conducting the study, the researcher followed procedures as follow.

1. Organizing teaching procedures that would be administered in experimental group class.
2. Organizing the research instrument.
3. Administering pretest for both groups in order to find out the initial abilities of the two groups having similar level in writing achievement.
4. Treating the experimental group using the detailed reading strategy.
5. Administering post-test for both groups in order to find out the result of the treatment.
6. Administering questionnaire for experimental group in order to find out the students' opinion toward the treatment given.
7. Analyzing the data collected from pre-test, post-test, and questionnaire.

1.9. THE CLARIFICATION OF THE KEY TERMS

The title of the study is “The Effectiveness of Detailed Reading Strategy in Improving Students’ Writing achievement.” There are several key terms used in this study, e.g. effectiveness, reading, detailed reading strategy, writing and writing achievement. In order to avoid misinterpretation on the concepts that become the basic terms of the study, the following key concept are clarified.

The term “effectiveness” in this study refers to the level of success of detailed reading strategy in improving writing achievement.

The term “reading” in this study refers to the cognitive process of deriving meaning from written or printed text.

The term “detailed reading strategy” in this study refers to a teaching strategy in reading and analyzing a text, which involves three phases – text marking, note taking and rewriting.

The term “writing” in this study refers to the representation of language in a textual medium through the use of signs or symbols. In this study, the writing will be in the corridor of academic writing.

The term “writing achievement” in this study refers to the capacity to present ideas in written form with proper grammatical structure, punctuations, word choice, etc.

1.10. ORGANIZATION OF THE PAPER

To make this research into systematic organization, the writer presents it into five chapters as follows:

Chapter I

This section contains the introduction of the study, which discusses background, reasons for choosing the topic, statement of the problems, aims of the research, hypothesis, scope of the study, significance of the research, research method, clarification of the terms, and organization of the paper.

Chapter II

This section encompasses underlying theories, which serve a basis for investigating the problem of the study and related studies.

Chapter III

This chapter provides methodology of the study, subject of the research, instruments, and procedure of the research.

Chapter IV

This chapter embraces the findings and discussion of the data analyzed.

Chapter V

This section comprises interpretations of the result, the conclusion, and suggestions for the next related research.

