

# **BAB I**

## **INTRODUCTION**

### **1.1 Background of Study**

In Indonesia, one of the objectives of TEFL is to develop the students' reading skill. Only through reading the students acquire the speed, gaining a large information about the world which is considered as knowledge of the world, and understanding it from the written words. Reading as one of the four language skills, as receptive skill besides listening is a complex, cognitive process, a whole complex system of skills and knowledge, knowledge and activities in visually recognizing individual printed words are useless in and of themselves (Smith, 2004 : 4). It means that reading as one of the four basic language skills that must be mastered in language learning, especially in English learning.

The awareness of the importance of reading comprehension have encouraged the Indonesia government to make a policy in educational system; Reading is a subject that must be taught from Primary until Senior High School. The students are expected to be able to comprehend the written text they read well through teaching and learning. This is the line with the objectives of reading instruction in Senior High School is to develop the students' reading skill so that the students can read, comprehend English text, summarize, and represent the text with their own words effectively and efficiently (Curriculum, 2013).

Although reading comprehension is very important, but reading is not an easy thing to do for the students. Nasution (2007 : 64) stated that Senior High School students are able to read without understanding the meaning. It was added

that apart from the internal problem the failure of teaching and learning program, students sometimes struggle in building their comprehension because of some external problems, such as their home circumstance, parental and family support, and their attitude toward reading. Referred to the previous evidence, the success or the failure of learning including reading lies on the strategies or techniques used and the personality of the learners themselves.

In fact, a research on reading skill in Indonesia has revealed that the students' skills particularly in reading comprehension are far from satisfactory. It is as reported in Kompas, a daily newspaper, (2007) that around 37,6% of 15 years-old students are merely able to read the texts without understanding the meaning carried by the text. Only 24,8% out of them are able to correlate the tests with their prior knowledge. It means that many students still have insufficient ability to comprehend the text.

The same problem is also happened to the students of SMA Swasta YAPIM Simpang Kawat, the second grade students at SMA Swasta YAPIM Simpang Kawat during the first and the second semester in 2013/2014 academic year. It is found that from 109 students, there were 40 students got score 75 to 90 in the first semester and 48 students got score 75 to 90 in the second semester. Score 75 is a KKM standard of English subject of the second grade. It means that it is only 37% students in the first semester and 44 % students in the second semester that got high score in reading comprehension. From the fact, the data should be used as a reference in enhancing students' reading skills, particularly in reading comprehension. One of possible reasons that the majority of the second grade students in SMA Swasta YAPIM are incompetent user of English, because

they do not learn the language effectively. So it is very difficult to understand some English text without having the prior knowledge and certain strategy. Furthermore, the application of the strategy used during the teaching-learning process used by the teacher in conveying the reading materials to the students might be causing problem. In order to get the optimum result of teaching reading, the strategy used must facilitate the students to be active while reading and make them interact more with the text

In enhancing reading comprehension, the students need to learn particular strategies for reading so that they can be actively engaged in the text and get the meaning of the text. Teachers must instruct students in valid and accurate comprehension strategies in order to enhance reading comprehension. In general, most of the second year students of Senior High School can not master a certain text totally because inappropriate strategy of teaching learning process, particularly in teaching reading of English subject.

By having some facts related to reading comprehension, the researcher conclude that they need strategies in order to overcome their lack desire of reading comprehension. There are many strategies can be used in increasing students' reading comprehension. Two of them are PLAN strategy and QAR strategy. By having those strategies, students' are expected to achieve good comprehension in reading.

PLAN is an acronym for four distinct steps of *Predict, Locate, Add, and Note*. This strategy is involved before, during and after reading activities. The PLAN strategy is defined as a great strategy intended to start with an evaluation of students' prior knowledge and conclude with an appropriate culminating activity.

PLAN as a great strategy could help the students read informational texts actively and strategically (Caverly et.al. 1995). This strategy begins by first activating students' prior knowledge, the students skim the assigned reading for main headings and then predict the content of the text (Predict), and then the students place the check marks next to topics that are known and question marks by topics are unknown (Locate). After that, they should explore the text and record the key words and phrases that applied to the topic (Add), and the last one the students must demonstrate reading comprehension by revising the concept map, writing a summary, or completing some other relevant tasks (Note). This step is important because students use their comprehension to complete the learning task. Through these steps, the students are pushed to use a number of strategies such as relating prior knowledge, predicting, questioning, summarizing, using imagery, and setting a purpose for reading.

There are several contributions of using PLAN in teaching reading. Seagrave (2006) found 5 contributions when use the PLAN strategy in teaching reading. First, PLAN strategy facilitates active reading. It means that the students interact more with the text they read while creating their predictions into a map. Then, it engages students' background knowledge of the topic that simultaneously build their interest and motivation to read. This strategy also encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. Creating concept map helps the students to visualize the ideas in the text that will monitor their comprehension. It is also helps the students to recognize text construction easily.

Another strategy that can be applied in teaching reading is QAR strategy. Question Answer Relationship strategy (QAR) is one of the strategies in contextual teaching and learning that provide some question in order to demand the students know well about the text. QAR creates a way of thinking about the types of questions that are most appropriate for different points in guiding students through a text.

Raphael divides QAR strategy in to two categories the QAR strategy divides questions into two broad categories; "In the Book" (Right There and Think and Search) questions and "In My Head" (Author & You and On My Own) questions. Through the types of questions of QAR, the students will be able to search for key words and phrases to locate the appropriate information whether or not information is present in the text and, if not, that is necessary to read "between or beyond the lines" to answer questions. Furthermore, the Question Answer Relationship (QAR) strategy presents a three-way relationship among questions, text content, and the student's knowledge about text.

The researcher is interested in these kinds of reading strategies under the considerations that PLAN provides strategies in which the students comprehend the text by activating their background knowledge and experiences while learning. Furthermore, PLAN strategy encourages the students to self-assess what they know about a topic and provides them with an opportunity to organize and summarize what already know or have learned through their reading. In contrary, the QAR provides strategies in which the students must comprehend kinds of question conveyed and they make categories based on the questions. In other

words, this strategy invites the students to think more before answering the question.

Guthrie (2004:56) stated that there must be serious attention from the teacher to see the personal behavior of the learners to read to activate their motivation. To give motivation to the students, it is not enough by applying the teaching strategies, to improve the quality of teaching process in the classroom it is important to include the students' internal factors, in this study the researcher will discuss about self-efficacy.

According to Pajares (1996), self-efficacy as a persons' confidence to perform a specific task successfully and is linked closely to initial task engagement, persistence, and achievement. In other word, self-efficacy is the belief and confidence that students have about their capacity to accomplish meaningful tasks and produce a desired result in academic setting. To improve the quality of teaching process in the classroom, it is also important to know the students' internal factors, such as self-efficacy. By knowing the students' self-efficacy, it is hoped that the teacher can exercise their students to control over events that are likely to affect their lives, and their beliefs in their capabilities to put together the motivation. Students with high self-efficacy are more engaged and motivated than students with low self-efficacy in learning, especially in teaching reading comprehension.

Therefore, in this study the researcher is going to discover the effect of Predict, Locate, add, Note (PLAN) strategy and Question Answer Relationship (QAR) strategy in improving the students' reading comprehension for those who have high and low self-efficacy of SMA Swasta YAPIM Simpang Kawat.

## **1.2 Problems of the study**

The problems of this study are formulated in question form as follows :

- 1) Is the students' achievement in reading comprehension taught by using PLAN strategy significantly higher than that taught by using QAR strategy?
- 2) Is the students' achievement in reading comprehension with high self-efficacy significantly higher than that low self-efficacy?
- 3) Is there any significant interaction between teaching strategies and self-efficacy on the students' achievement in reading comprehension?

## **1.3 Objectives of the study**

In carrying out the research, it is necessary to state the objectives of the study clearly. So, the objectives of this study are:

- 1) to find out whether the students' achievement in reading comprehension taught by using PLAN strategy is significantly higher than that taught by QAR strategy;
- 2) to find out whether the students' achievement in reading comprehension with high self-efficacy is significantly higher than that low self-efficacy;
- 3) to find out whether there is significant interaction between teaching strategies and self-efficacy on the students' achievement in reading comprehension.



#### **1.4 Scope of the Study**

Reading comprehension is influenced by many factors such as attitudes, motivation towards reading, self-efficacy, language uses, background of knowledge, reading purpose, reading strategy, thinking abilities and text variables. All of the factors are affected in successful reading.

Considering the fact that reading comprehension is influenced by many factors, so the writer only focuses her research on the students' self-efficacy. In this case, the students' self-efficacy in learning English especially in reading activity. Besides, there are many strategies that teacher can use in enhancing students achievement in English especially in reading comprehension. This study is focused on the application of PLAN strategy and QAR strategy which is assumed can help students in reading comprehension.

#### **1.5 Significance of the Study**

The findings of the study are expected to be useful for teachers of English in overcoming the students' problem in reading comprehension. Theoritically, it is hoped that the result of the study will add what has been found in the era of teaching English as a foreign language. Meanwhile, practically the result of this study will inform The English teachers in their attempts to decide which of the best strategies in helping the students or learners to read comprehensively.

This study is also expected to be useful as a trigger and as the grounds for further research in conducting a research related to the improvement of the students' reading comprehension to reach the highest level of comprehension.