

CHAPTER I

INTRODUCTION

1.1 Background of Study

The role of English as an international means of communication has compelled Indonesian learner to master English well. Furthermore, all of the advancement of science and technology are written in English, so are most of scientific and technology books. Thus, English becomes the most important language to be mastered. Consequently, without mastering English Indonesians would find it are difficult for themselves to be in the work force. It is expected that indonesians are proficiently in spoken and written English, by which they gain the requir fulfilling the job vacancies.

English itself, is a foreign language in Indonesia, but it has a special status or as a major foreign language. It is stated in State Board Guidelines (*Garis-garis Besar Haluan Negara: GBHN*) 1994- 2004 that English as the primary tool in improving the quality of human resources in the global economic and political activities. As consequence, students must be encouraged to master English. Furthermore, National Education System regulation No 20, 2003 Article 37 subsection 1 states that "*bahasa asing terutama Bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaanya dalam pergaulan global*" (The foreign language especially English is as an international language which is very important in global relationship) In another words it can be said that English will affect someone relationship universally that mastering English will improve

someone ability to master the advancement of science and technology globally, as a result it is the most important foreign language to master by learners in Indonesia.

In the process of mastering a language well, there are four skills that should be studied, they are 1) listening, 2) speaking, 3) reading and 4) writing. Reading in this study is indicating reading as receptive skill, not only read and pronounce the printed but read the printed words afterward construct the meaning. Reading is a very important ability to master the advance meant of science and technology, to gain the valuable and the competent of knowledge, science and technology, one must be able to read and comprehend well. Because reading and comprehension which will guide one to understand the science and technology. Furthermore, to read and to comprehend a discourse will give many opportunities to absorb the recent publication in science and technology.

The importance of reading especially in English, at present the Senior High School English curriculum has been concentrated on the use of genres. It's stated in the 2007/2008 Competency Standard for Senior High School that students are to be able to comprehend short functional text, dialogue, and monologue text in form of narrative, recount, news item, descriptive, report, exposition, explanation and discussion (Departemen Pendidikan Nasional, 2007: 2). It can be concluded that they are not expected to write a text in certain genre (except in practical test) but they are required to be able to comprehend some sort of texts.

Genres are types of text which have special characteristics of purpose. According to the 2007/2008 Competency Standard for Senior High School, there are many genres that must be able to be comprehended by students. A recent study by Purba (2009) focuses on the genre which are tested in the National Examination (*Ujian Nasional*: UN) and the State University Entrance Examination (*Ujian Nasional Masuk Perguruan Tinggi Negeri*: UNSMPTN), discovers that exposition is occurred about 15% in the National Examination and 71.4% in the State University Entrance Examination along with narrative is arisen about 10% in the National Examination. It can be concluded that, exposition and narrative genre are very important to master by students of university level. Since the purpose of reading for university students is to learn or to understand the material and theories. Moreover, comprehending exposition text is very important for students at university level as they will be forced to create a thesis before graduating while the thesis consist of types exposition text, such as present the fact and followed by argument to support the idea.

Furthermore, comprehension is as important as reading, since comprehension is take the sense of text out. Comprehension is build during reading, through predicting, inferring and synthesizing. After reading, the deeper meaning is constructed through reviewing, rereading portions of the text, discussion, and thoughtful reflection.

In connected with the importance of reading comprehension there are many books which written related to reading strategies or how to be effective reader nevertheless in reality it can be found that students are still difficult to

comprehend effectively, it is such the researcher's experience in teaching and learning processes.

In line with these facts, reading is included in subjects that must be taught to students at the university level in order to improve the reading quality of learners. Since the students at university level will be sent to the society or school in order to produce new generation who are capability in comprehend English, so that this study conducted to university students.

Different person with different learning styles will apply different way either in learning or reading is connected to the studies of learning styles in foreign language education, which was done by Felder & Henriques (1995) consistently place reading in the visual category, implying that instructors can meet the needs of visual learner solely by relying on written instructional materials. Certainly visual learners learn better if they see and hear words in the target language, but auditory learners do so. (Felder & Henriques,1995) That, to know whether Felder & Henriques study also happen in Indonesia especially Indonesian learners who are in university level.

Hence this present study focused on discovering the reading processes in foreign language by Indonesian university students especially the students of English Educational Department (*Pendidikan Bahasa Inggris: PBI*) semester VI in State Institute for Islamic Studies Medan, North Sumatera (*Institut Agama Islam Negeri Sumatera Utara: IAIN- SU*) with visual and auditory learning styles by implementing the reading processes and strategies they applied in comprehending expository and narrative texts.

1.2 Research Problems

As presented in the background of study, reading is very important, especially exposition and narrative to students of Senior High School level as well as to students of university level. Therefore, to achieve the valuable input of this study, the research problems are posed below:

1. What processes do the visual learners apply to comprehend narrative text?
2. What processes do the visual learners apply to comprehend exposition text?
3. What processes do the auditory learners apply to comprehend narrative text?
4. What processes do the auditory learners apply to comprehend exposition text?
5. Why do they apply the processes as the way they do?

1.3 Objectives of the Study

This research is aimed to describe the occurrence of reading processes by students of different learning styles. In order to clarify the intention of this study, it is necessary to assert the objectives of the study:

1. To explain the processes of visual learner in comprehending narrative text,
2. to express the processes of visual learner in comprehending exposition text,

3. to describe the processes of auditory learner in comprehending narrative text,
4. to illustrate the processes of auditory learner in comprehending exposition text,
5. to elaborate the processes of auditory and visual learners in comprehending narrative and exposition text.

1.4 Scope of the Study

A study in the reading process can cover many aspects of language such as vocabulary mastery, grammar aspect or the others language competence. When one read, one will have to space and concentrate on the punctuation mastery. If it is read, one just read, then it can be said not too difficult but reading for comprehension is reading which requires the ability of the reader to construct the author's intent, determine the implicit meaning, interaction or reading process between the reader and the text and the reader ability to response to the text. Nevertheless, this study focused on the interaction between the reader and exposition as well as narrative text since Purba (2009) states that exposition is the most frequently occurrence either in Senior High School State Examination or University Entrance Test, then followed by narrative in Senior High School State Examination too. Afterward, the reading proces of exposition and narrative text will be focused on bottom- up, top- down and interactive model which are applied by the students of different learning styles, mainly visual and auditory learner.

1.5 Significance of the Study

The finding of this study are expected to be useful either theoretically or practically. Theoretically, the findings of this study are useful to enhance the data about reading process of different learners style. Furthermore, it is expected that the results of this study are able to enrich the references or as the relevance of study for other researchers who want to conduct further research in reading process.

Practically, the results of this study are expected to be useful for practitioners, specially, English Lecturers, as information in deciding the appropriate lecturing strategies in reading matter by knowing the reading process of different students' learning style, and students, to evaluate process in reading, some aspect of learning styles will be able to reveal it.

1.6 Limitation of the Study

While significance to the scope of study, here are some limitations as the main problem of this study. The source of data in this study are restricted to the writer's documentation, the students of university level, English Educational Department (*Pendidikan Bahasa Inggris: PBI*), Semester VI students of State Institute for Islamic Studies Medan, North Sumatera (*Institut Agama Islam Negeri Sumatera Utara: IAIN- SU*) about reading processes of visual and auditory learners, the reading processes of visual and auditory learners applied also limited into bottom-up, top- down and interactive model. Furthermore, the reading text

are restricted into narrative and expository text. In conclusion, reading processes of the other learners or combination of these two or another learning styles are not explored as well as reading processes of other exposition and narrative genre.

