CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding (Brassell and Rasinski : 2008).

Reading comprehension plays an important role for students to get information from what the writer conveyed through the text and use the information to enrich their knowledge and to improve their intellectual ability. It is very important because for getting information from what the writer conveyed through a text.

Reading plays a particularly important role in education. Many tasks and problems in learning can be solved by reading. Therefore, Indonesia education system demand a lot of reading in the process of learning. In Indonesia, the curricullum of 2006 namely Educational Level - Oriented Curriculum (KTSP - 2006) states that every junior high school students should be able to communicate both orally or in written form at the end of their course with various types of genres such as descriptive, narrative, procedure, recount and report text (Depdiknas, 2006).

Although reading comprehension is very important, but reading is not easy thing to do for the students. Students strugle in responding or transforming the

information in written text. Many students can read out loud the text with the appropriate pronunciation but they do not know what they are reading about. It is not easy to make the students are interested to the text moreover they do not know how to read well. More teachers just focus on teaching reading not understanding, as the consequence, the students seem hard to comprehend the reading text.

The reality in happened in teaching learning process that almost all the teachers did not teach reading well. The teachers let their students read the by themselves and directly asked them to answer the questions given without giving certain strategy in comprehending the text. As the result, the students tend to have poor reading skill and habits in comprehending the text. The students do not know the technique to understand the reading material easily and the lack of vocabulary so the students feel bored when they are studying reading. Besides that, the teachers do not use background knowledge to activate their students' schemata about what they are going to learn, the teacher take the major role to explain everything while the students' role only listen to their teachers explanation. The consequences of these condition can be shown from their achievement in reading that most of them cannot get the minimum passing grade (KKM= Kriteria Ketuntasan Minimal) that is 75 in their daily examination which is done in every month. This is actually the phenomenon teacher faced in the class in SMP Negeri 18 Medan. The achievement of IX grade level studentst in language learning in the academic year 2015/2016 could be seen in table 1.1.

Table 1.1 Students' Acievement in Reading Comprehension of IX Grade Level Students of SMP Negeri 18 Medan 2015/2016

Semester	Means of students' achievement in language learning			
	Reading	Speaking	Listening	Writing
I	65	70	65	60
II	70	72	72	70

As long as the academic year 2015-2016, it is found that the average score of students' achievement in reading comprehension in the first semester on 2015/2016 of school year is 65 and the second semester on 2015/2016 of school year is 70 whereas the completeness scores of students' achievement in reading comprehension is 75. It means that the students' achievement in reading is still under Minimal Passing Grade Criteria (*Kriteria Ketuntasan Minimal*: KKM)

In addition reading comprehension test is one of the dominant test in English national examination. At 2015, there were 36 test items of reading comprehension from 50 of total items of the test or 72 % of all the test. And at 2016, there were 40 test items of reading comprehension from 50 of total items of the test or 80 % of all the test.

Knowing the students' ability in comprehending the text is less, it becomes a difficult situation for the students to answer the test in the national examination. The students' achievement in English national examination at 2015 and 2016 could be seen in table 1.2.

Table 1.2
Students' Achievement in English Examination 2016

Academic Year	Highest Score	Lowest Score
2015/2016	98.00	24.00

Based on the preliminary data above, the effort to obtain the comprehension toward the text, the teachers should use certain strategy which is suitable for the students and also to the teaching material material in this case reading text.

In enhancing reading comprehension, the students need to learn and apply particular strategies for reading so that they can be actively engaged in the text and get the meaning of the text so that they can overcome their lack desire of reading comprehension. There are many kinds of strategies can be used in enhancing students' reading comprehension. In terms of this problems, the researcher is interested in comparing two kinds of reading strategy instructions namely Annotation Strategy and Compensation Strategy.

Annotation strategy is reading strategy which could help the students to comprehend the text by marking the text to identitfy important information and record the reader's ideas in order to comprehend a difficult text (O' Donnel, 2004: 82). In this strategy the students "make" the dialogue to the text by recording the ideas that they have got from the text.

Another strategy that can be applied in teaching reading is Compensation strategy. Oxford (2003 : 13) stated that compensation strategy help the learner make up for missing knowledge by guessing from the context in listening and reading.

The researcher is interested in these kinds of reading strategies under the consideration that Annotation strategy will provide strategy in which the students comprehend the text by marking the important information they needed and

recording their idea of the text by using their own words. Their comprehending of the text tends to accurately as what the text it is. In contrary, the Compensation strategy provides strategies in which the students comprehend the using context clues to guess the meaning of certain words. This strategy make the students to think more before comprehend the text.

Finding the suitable strategies in teaching learning process is not enough. Guthrie (2004:56,57) stated that there must be serious attention from the teacher to know the students' internal factors to read and to activate their motivation. One of the students' internal factors is self-efficacy.

Self-efficacy is the belief and confidence that people have about their capability to accomplish meaningful task and produced a desired result in academic setting (Bandura, 1997). By knowing the students' self-efficacy, the teacher can exercise their students to control over events that are likely to affect their lives. Students with high self-efficacy are more engaged and motivated than students with low self-efficacy in learning, especially in reading comprehension.

Based on the students' capabilities, the students are hoped to do the task that their teacher give eagerly. That why it is needed to know the influence of self-efficacy for the students in learning English in this case reading comprehension.

Therefore, in this study the researcher is intersted to conduct a research about the effect of teaching strategies (Annotation strategy and Compensation strategy) and self-efficacy on students' achievement in reading comprehension at SMP Negeri 18 Medan where the researcher teaches English.

1.2 Problems of the Study

Based on the background of the study, the research problems are formulated as the following :

1) Is the students' achievement in reading comprehension taught by using annotation strategy significantly higher than that taught by using compensation 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 The Objectives of the Study

It is necessary to state the objectives of the study clearly related to the problems of the study. The objectives of this study are:

1) to find out whether the students' achievement in reading comprehension taught by using annotation strategy is significantly higher than that taught by compensation 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 students' achievement in reading comprehension.

1.4 Scope of the Study

There are many strategies that teacher can use in enhancing the students' achievement in reading comprehension but in this study, the researcher will limit the study in the effect of annotation strategy and compensation strategy on the students' achievement in reading comprehension based on self-efficacy. It is expected that this research will give the clear description on the effect of both teaching strategies and self-efficacy on the students' achievement in reading comprehension. Self-efficacy has the relationship to reading comprehension in terms of accomplishing the task (e.i. to find the main idea, detailed information, vocabulary meaning, inferences, implied meaning).

Report text is used as the reading material in this study because the text often appears in National Examination and mostly the students give the wrong answer to the question on this text. The levels of reading comprehension used in this study are literal and inferential.

1.5 Significance of the Study

The findings of the study are expected to be useful for development of theory and practice. Theoretically, the findings are able to give contribution for the English teacher to improve their students' ability in reading comprehension, and for the students, the findings can be used to improve their ability in reading comprehension. Practically, these research findings are hoped to be useful for English teacher because it can be used as an alternative in varying the English teaching related with reading comprehension. Hopefully, by these strategies the teaching reading becomes an interesting activity to be done by anyone.