

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Globalization is the term most commonly used to describe the present era. It points to the emergence of a set of processes that relate to the rapid movement of ideas, goods, and people around the globe. To face this condition, the people need reading. It is a social demand that all individuals should keep up with all the rapid changes around the world. Through reading, people get a chance to face competitions and challenges to lead a good life. With the ability to read, one is able to gain valuable information, and improving knowledge, that help the people to choose and decide what is best to do for life. There is a general agreement that reading is essential to succeed in our society and reading is the window of the world.

Reading is an activity to obtain the information from the written form. While reading, the readers actively make use of any bit of clue in order to process the amount of information from the written material. The reader has to make use of his / her past experiences and future expectations to understand the meanings of a text. This process shows that reading activity is not only a passive process but also it is an active activity in getting and processing the information.

Reading is a foundation of any science mastery. There is no adequate level of science without reading. To develop the knowledge, one must read. Bright (1975) states that further education depends on quantity and quality of reading. In

fact, not all learners like reading. Sometimes they feel punished when it comes to reading. It is not an interesting subject for them. Being able to read does not mean that they can understand the content. They just can read without having the ability in comprehending the intention due to the fact that understanding what the writer of the book communicates is the end product of a reading process. In other words, a student's success in reading is evaluated by his / her ability and extent of understanding the content being read ( Stoodt, 1981 ).

In language learning, reading is one of the four skills ( listening, speaking, reading, and writing) which should be mastered in order to execute communication effectively. The four skills are well intercorelated in language learning; writing without reading will not occur. To write, certainly needs ideas that get through reading, and more reading should be written to inform others. Reading and writing are the keys of knowledge, to know or to criticize for reconfirming or rejecting previous valid concepts and theories.

However, not all of the reading activities is reading comprehension. Reading and reading comprehension are different. Commonly reading is uttering printed and written matter, and a process of communication from the writer to the reader. Particularly reading is an activity to understand nature and behavior, to interpret and to get the meaning of something written, printed, and embossed by using eyes and mind. While reading comprehension is the understanding that results from perceiving a written text. Reading comprehension involves taking meanings of a text in order to obtain meanings from the text. An individual may

be able to comprehend a text fully when s/he can recognize the words and sentences of the texts and know what their meanings are.

A student reads a text to understand its meaning, as well as to put that understanding to use. The student reads a text to learn, to find out information, to be entertained, to get general picture about the content of the text, to get implicit and explicit idea, and to interpret the meaning of words, phrase, and sentence. The purpose of reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. A dictionary is read in different ways from the way a novel is read. In the classroom, a teacher needs to be aware of his/her students' learning needs, including their motivation for reading comprehension and the purpose that reading has in their lives.

Reading comprehension at the English Department is a subject that must be studied by every student. Most students of the English Department can read English words and letters well but few of them can read it comprehensively. This phenomena also happened at the English Study Program, State Islamic Higher Education ( *Sekolah Tinggi Agama Islam Negeri: STAIN*) Malikussaleh Lhokseumawe, because they are able to read texts well but lack in understanding the meanings as well as pronunciation. It is indicated from the low score they obtain in the examination in the middle and the last semester.

In fact, lecturers and students attempt to achieve maximum value with their own ways and strategies, such as giving text to be translated, find out difficult words, and try to answer the questions. These methods are implemented in every meeting but the students' achievement in reading comprehension are still in the

low level. So, to improve the students' reading ability some new strategies are needed.

Based on the previous stated phenomena, the researcher is interested in conducting a research on the effects of Task-Based Language Learning and Reciprocal Teaching strategy on students' reading comprehension achievement. Task-Based Language Learning means a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings, not producing specific language forms. Reciprocal Teaching is an instructional activity that takes place as a dialogue between teachers and students regarding segments of the text. In this activity, the teacher and the students take turns assuming the role of teacher in leading the dialogue.

### **1.2 Problems of the Study**

Based on the background of the study previously stated, the problems are formulated as follows.

1. Is the students' achievement in reading comprehension taught by using TBLL higher than that taught by using RT ?
2. Is the students' achievement in reading comprehension with high competence in Grade Point Average (GPA) taught by using TBLL higher than that with low competence?
3. Is the students' achievement in reading comprehension with high competence taught by using RT higher than that with low competence?

4. Is there any significant interaction between teaching strategies and competence in teaching reading comprehension?

### 1.3 Objectives of the Study

The objective of the study are

- 1) to investigate whether the students' achievement in reading comprehension taught by using TBLL are higher than those taught by using RT.
- 2) to examine whether the students' achievement in reading comprehension taught by using TBLL are higher than those taught by using RT with high competence and low competence and
- 3) to ascertain whether there is a significant interaction between teaching strategies and competence in teaching reading comprehension.

### 1.4 Scope of the Study

There are so many factors that influence the students in the learning process. They may come from internal factors such as, the students own personality, attitude, interest, motivation, habits, and curiosity and external factor such as, out of school environment, school environment, and teaching strategies.

In the teaching-learning process, there are so many strategies that can be used to improve the students' ability and achievement specially in learning reading comprehension. But in this study, the writer just focuses on the TBLL and

RT applied to improve the students' ability in understanding reading comprehension.

### **1.5 Significances of the Study**

Findings of this research are expected to be useful theoretically and practically.

Theoretically, the results of the study will hopefully (1). enrich and add up knowledge to increase quality in teaching-learning process, especially, it related to strategy in teaching English and reading comprehension, (2). a contribution for lecturers of English in assisting the students identify the way how to use these methods when learning reading and to facilitate their reading comprehension. It is also expected to be useful as a trigger for further research in conducting a research related to the improvement of the students' reading comprehension.. Meanwhile, the result of this study will practically provide valuable information to English language teachers in their attempts to decide of the best strategy, method and approach to be applied in improving the students' reading comprehension achievement and for teachers and students in solving many problems in reading.