

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of Study

Reading is a means of communication, sharing information and ideas. Like all language, it is a complex interaction between the text and reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. Readers use variety of reading strategies to assist with decoding to translate symbols into sounds or visual representations of speech and comprehension. Readers may use morpheme, semantic, syntax and context clues to identify the meaning of unknown words and readers integrate the words they have read into their existing framework of knowledge or schema.

One of important goals of education is to assist students to read and write the text. The basic goal of reading is enable readers to gain an understanding of the text, to develop the appreciations and interest. Students need to be able to learn from their reading because the successful of reading performance is a strong predictor for students' academic performance. Give the children reading instruction, it means that give the children a prospective future to explore the knowledge. The goal of reading help the readers to understand the text or to gain what they intends from the text easily, moreover, the readers will enjoy their reading.

Reading comprehension is characterized as an active process of comprehending. Since information, knowledge, science and technology can be obtained from the internet, books, articles and other reading materials in order to improving the students' reading skill. The most important step to preparing students to comprehend writing material is to help students understand the reading comprehension. Reading comprehension are influenced by reading material, the total program of instruction, child's own personality, attitudes, interest, motivation, self-efficacy, habit, environment and another factors.

We have probably heard that the education community emphasizing the importance of reading comprehension, but we may not realize how important reading actually is. Although strong reading skills can help children well in language arts and reading class, that is only the beginning. Students have to use reading skills in every single subject they ever study and in almost every aspect of life. For example, students need to comprehend challenging science textbooks as well as directions and word problems on texts.

In the 2006 Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Senior High School reading is regarded as the backbone of other language skills. It is clearly state that through reading students can develop the other language skills such as writing and speaking. The students of Senior High School are expected to be able to comprehend the short functional text and simple essay such as in report, narrative and analytical exposition form in their daily lives context and the students can also grasp information and improve their knowledge.

The objective of English teaching is the students can develop their communicative competence both in oral or written forms. This communicative competence involves four language skills: listening, speaking, reading and writing. The four skills are important in communication; each of them must get sufficient emphasis for development. Therefore, Indonesian government has been always making an attempt to achieve the objectives by continuously improving the English curriculum, from curriculum 2004 till the latest one used through out, namely KTSP as the latest one.

Reading is not as simple as what most people think. It is not easy to have the ability of drawing meaning from the printed page and interpret the information appropriately. Consequently, students will need to read the text two or three times to get even approximate sense. The reading is very difficult for the students that they cannot comprehend well.

Reading is a necessary skill that any learner needs, unfortunately, how to teaching reading has not been given due care in the school. The result in such case, students lacked motivation to read, even if they read, they show negative attitudes such as they are not interest to reading or they are lazy to answer the questions according to the text. The phenomenon can be seen from the data that is obtained from Madrasah Aliyah Negeri 1 Takengon Kabupaten Aceh Tengah. It showed that the students' achievement in reading skill of competence standard is still low. It is described in the following table (see Table 1.1).



**Table 1.1**  
**The Mean of the Students' Score in English Subject on**  
**UN Examination at MAN 1 Takengon Kabupaten Aceh Tengah**

No.	Academic Year	Students' Score	
		Lowest Score	Highest Score
1.	2009	6.20	8.40
2.	2010	7.20	9.00
3.	2011	6.40	9.60

From the Table 1.1 it can be assumed that the students' score in English is still low. From 2009 to 2011, the score of English subject is 6.40 in 2011 academic year.

These situations were caused by many factors. It can be from the students' internal and external factors. The students' internal factor, such as age, intelligence, ability, learning style, interest, attitude, motivation, self-efficacy and other factors. The external factor includes teachers, environment, materials, strategy and other factors.

From the phenomenon above, the teachers should have some strategies in improving the students' skill in English. The application of the strategy that used by teacher must give further chance for the students. As a teacher, we need to improve the quality of teaching process in the classroom. The teaching-learning process will be interesting if the students are active in responding the teacher's stimuli and it can be done by offering some strategies that force them to participate in the classroom.

McNamara (2007:6) defines reading comprehension strategy as a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. It means that the successful readers know when and how to use deliberate strategies to repair comprehension.

There is a great evidence of the importance of reading strategies. The implication is that teaching reading strategies to struggling readers may be a key toward helping them to improve comprehension. Teaching reading comprehension from the interactive perspective consists of developing learning strategies for relation previously acquired knowledge towards the concepts of a text, monitoring one's comprehension of text, and learning how to recognize old knowledge with knowledge in the text.

Instructional strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles. There are many instructional strategies which can be applied in teaching reading, in this study the researcher raises two strategies that have been done successfully by some linguist experts to be applied to improve students' reading achievement in developed countries, they are SCROL and POSSE.

The first strategy is SCROL, SCROL is stand for '*Survey, Connection, Read, Outline, and Look back*'. This is a reading comprehension strategy designed for students to help them to read and understand textbooks and a variety of source books, the strategy encourages students to use text headings to aid their comprehension and help them find and remember important information.

SCROL is strategic training for using text headings to improve students' processing of content. This is a reading comprehension strategy for students to help enable them to read and understand a variety of source books. It teaches students to use text headings to aid their comprehension and help them find and remember important information.

The other one is POSSE strategy, POSSE is stand for '*Predict, Organize, Search, Summarize, and Evaluate*'. POSSE is a reading strategy deals with processing expository text. It is designed to activate students' prior knowledge about a topic and to link it with new information contained in the text. Using the POSSE procedure, students are trained to *predict* what happens in a text, *organize* those predictions, *search* for main ideas, *summarize* the ideas, and *evaluate* the text.

In the process of teaching and learning, it is not enough by applying some strategies, to improve the quality of teaching process in the classroom it is important to included the students' internal factors, such as self-efficacy.

Researchers have demonstrated that students with a high sense of self-efficacy tend to learn and achieve more than students with low self-efficacy, even when actual ability levels are the same. In reading comprehension, self-efficacy is



an especially important construct, given that attention to strategy instruction alone is not sufficient to produce maximum reading growth.

In this research, there is an interest to conduct a research on instructional strategies and students' self-efficacy in order to develop students' achievement in reading comprehension. Finally she will find the best strategy between them that can be well-applied to improve the students' achievement in reading comprehension.

### **1.2 The Problems of Study**

In line with the background of study, the problems of study can be formulated as the following:

1. Do instructional strategies significantly affect students' achievement in reading comprehension?
2. Does self-efficacy significantly affect students' achievement in reading comprehension?
3. Is there any interaction between instructional strategies and self-efficacy to students' achievement in reading comprehension?

### **1.3 The Objectives of Study**

SCROL and POSSE strategies are about reading strategies and more particularly, about how reading strategies can be successfully taught and what goes into successful teaching of reading strategies. Reading strategies are interest not only for what they reveal about the ways readers manage their interaction with written text, but also for how the use of the strategies is related of effective

reading comprehension. Related to the research problem specified before, this study attempts to find out whether:

1. instructional strategies significantly affect students' achievement in reading comprehension,
2. self-efficacy significantly affect students' achievement in reading comprehension, and
3. there is any interaction between instructional strategies and self-efficacy to students' achievement in reading comprehension.

#### **1.4 The Scope of Study**

There are other factors that enable the readers to comprehend a reading text such as attitude, assumption toward reading, background knowledge, language abilities, thinking abilities, purpose for reading, and affection that can be cited the factors that affect reading text. This study deals with the instructional strategies in reading comprehension. There are many instructional strategies that can be applied in teaching reading and this study is limited to the SCROL and POSSE strategies. There is students' self-efficacy which in this study self-efficacy is limited to high self-efficacy and low self-efficacy. The study is focused on the effect of instructional strategies and self-efficacy on students' achievement in reading comprehension.



### 1.5 The Significance of study

The research findings are expected to be useful for the development of theory and practice, especially in the focus to improve the students' reading comprehension. Theoretically, it can add valuable finding in the area of teaching reading and give positive contribution for teachers of English in overcoming the student's problem in reading comprehension. Students can use the strategies in developing their reading comprehension and English teachers as giving contribution for them to improve their ability in reading comprehension. Practically, teacher may decide the best strategies and students take benefit being taught. It is also expected that this thesis will give contribution for those who are interested in performing further study in other fields of research.

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