

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In *Becoming a Nation of Readers* (1985), Anderson, R., Hiebert, Scott, and Wilkinson stated that the basic life skill of reading is a cornerstone for success in both school and life. They further state that without the ability to read well, people will lose opportunities for personal fulfillment and job successes. Without the ability to read, a person might not be able to cure cancer, invent the next technological breakthrough, or fix a complex piece of machinery. That's why learning a language is very important for students. For instance English. Since English has been used as an international language, that used as a medium to communicate with others from various countries. In preparing for an information era, it makes the language users should be upgrade their ability in reading, for so many information presented on a text. This consideration will happen by mastering it means one can access information and technology easily. By learning English one would be able to express his/her ideas and feelings in the international aspects in English language.

Establishing a clear definition of reading provides an important perspective for evaluating approaches to teaching word-identification skills. For reading is an important skill for all students at all level. Most educators would agree that the major purpose of reading should be the construction of meaning,

comprehending and actively responding to what is read. Two of the most widely cited and agreed-upon definitions of reading are the following: Reading is the process of constructing meaning from written texts. It is a complex skill requiring the ordination of a number of interrelated sources of information. Anderson et al., (1985). Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Wixson, Peters, Weber, & Roeber, (1987) citing the new definition of reading for Michigan). Older, mechanistic definitions of reading as the translation of printed symbols into oral language equivalents are incomplete, given the progress made in understanding the nature of the reading process.

The definitions of reading emphasize meaning indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. Virtually all four- and five-year-old children can communicate with and learn from oral language, but very few can read, because they lack the ability to identify printed words. While simply being able to recognize or "say" the printed words of text without constructing the meaning of that text is not reading, constructing meaning from written text is impossible without being able to identify the words. The terms *word identification*, *word recognition*, and *decoding* are frequently used interchangeably. The *Literacy Dictionary*. Harris & Hodges (1995) defines both word recognition and word identification as "the process of determining the pronunciation and some degree of meaning of an unknown word" (pp. 282-283). For words that are in a reader's

meaning vocabulary, unlocking the pronunciation leads to the word's meaning. If a printed word is not in a reader's meaning vocabulary, word-identification skills may allow access to the word's pronunciation, but not its meaning. Being able to arrive at the pronunciation of a printed word constitutes word identification in the most minimal sense; however, if the reader is unable to attach meaning to the word, then he or she has not read the word, since reading must end in meaning construction.

In fact, teacher and students have challenges to achieve competence in reading comprehension. In teaching learning process in reading comprehension in class, students are very difficult to get the meaning of the text. While reading the text, they often focus on translating word per word instead of understanding the text. It sometimes makes them in low motivated as well as they have low in vocabulary mastery. Harmer (2003:208) stated that students sometimes have low expectation of reading. Reading passage is bound to be too difficult for them to predict that the whole experience will be frustrating and low in vocabulary mastery. As a result the students' achievement in reading is low. Based on Willis (1996:72) explains "I understand all the words but I do not know what the writer is getting at" is a common complaint from the students reading a foreign language. Therefore students have read many times to get an appropriate sense. This fact makes many students less motivated to read. In this situation the role of teacher in applying some more interesting teaching strategies in teaching learning process towards reading comprehension.

This phenomenon also happened in teaching learning process in SMP GKPS 3 Pematangsiantar. Most of them got low score in reading comprehension based on data taken from that school. It can be seen as follows:

Table 1.1. The Mean of Students' Score in Reading Comprehension at SMP GKPS 3 Pematangsiantar

NO	Academic Year	KKM	The Mean	
			Lowest Score	Highest Score
1	2009/2010	60	50	55
2	2010/2011	63	55	60
3	2011/2012	65	60	68
4	2012/2013	67	65	70

Based on the criteria standard based (KKM) of reading of students of SMP GKPS 3 Pematangsiantar grade eight of the year 2013/2014 found that only 28 percent of the students passed 67 grade in reading comprehension. It means that the teaching reading comprehension has not been successful; therefore this teaching should be improved in order to achieve the criteria standard based.

There are many factors that made the students got low score in reading comprehension, there are internal and external. The internal factors, they are intelligence, self-efficacy, motivation, attention, learning style, interest and personality. The external included teacher performance, environment, materials and teaching strategies. In external factors found that the teachers still use the traditional instruction on teaching learning process. Concerning to the process of identifying some of the variables that may be affecting reading comprehension

among grade eighth students. And found one potential reason for poor reading comprehension that has been largely overlooked by research and the recent scholarly literature, however, is that of the relationship between teaching strategy and self-efficacy and the impact that this relationship may have on reading comprehension. The teacher reads the text first then followed by students to repeat then asked students to the repeated material into Indonesian, discussed the content, finally asked them to answer some question given based on the text. Most of them have difficulties in searching the meaning for most of them didn't bring dictionary. So the students just waiting for the teacher's information and explanation about the subject material. In addition they also have some difficulties in finding the main idea and to answer the question given.

There are many instruction strategies on teaching learning process toward reading comprehension. To increase the students' achievement on reading comprehension that can make students interest and active in the classroom, the writer would like to conduct Metacognitive and strategic instruction model (SIM) strategies in teaching reading comprehension. Metacognitive strategy is defined as "cognition about cognition", or "knowing about knowing. It is said that learners who are metacognitively aware know what to do when they don't know what to do. In addition, The Strategic Instruction Model (SIM) is an approach to reforming classrooms and schools around the goal of increasing content literacy through more strategic approaches to learning and teaching. Based on the explanation above, it can be predicted that student's achievement in reading comprehension that taught by using metacognitive is higher than taught by using

strategic instruction model (SIM). For in metacognitive gives the freely condition to the students to think/ predict what they are thinking about while in the reading process takes place.

Moreover students who have high self-efficacy are believed can tackle difficult texts and are confident that their efforts will be beneficial to them. Students with low self-efficacy will state that they can not do this, when confronted with a text that appears lengthy, complex, or cognitive challenging. Lack of belief in their capacity to comprehend undermines their initiation and use of whatever comprehension skills they posses.

1.2 Identification of the Problems

Based on the explanation presented in background, the problem identification because of low achievement in english are: (1) what teaching strategies often used for students' reading comprehension. (2) Other factors in students self-efficacy such as personality, motivation, and ability to pay attention affect the students' achievement in reading comprehension. (3) metacognitive strategy improve the students' achievement in reading comprehension. (4) There is any differences in the students' achievement in reading comprehension using metacognitive strategy and strategic instruction model. (5) There is an influence on the students' achievement through self-efficacy. (6) Different teaching strategies and students' self-efficacy cause the different achievement. (7) The teacher can improve the students' achievement by knowing and modifying their

self-efficacy. (8) The students improve their achievement by knowing their self-efficacy. (9) The students' background knowledge affect the students' self-efficacy and achievement. (10) The students' characteristics as one of the variables of learning condition affect the students' achievement.

1.3 The Problems of the Study

Based on the background of the study, the problem of this study is formulated as the following.

1. Is the students' achievement on reading comprehension taught by using metacognitive is higher than taught by using strategic instruction model (SIM)?
2. Is the students' achievement in reading comprehension that has high self-efficacy higher than that has low self-efficacy?
3. Is there any interaction between teaching strategies and self-efficacy on students' achievement in reading comprehension?

1.4 Objectives of Study

Concerning to answer the question on the research problem, they can be listed as follows.

1. To find out whether the students' achievement in reading comprehension that was taught by metacognitive is significantly higher than strategic instruction model (SIM).
2. To find out whether students' achievement in reading comprehension that have high self-efficacy higher than that have low self-efficacy.
3. To find out whether there is interaction between teaching strategies and self-efficacy significantly affect to reading comprehension.

1.5 The Scope of the Study

There are various teaching strategies on reading comprehension. In this study the writer focuses on two teaching strategies, they are metacognitive and strategic instruction model (SIM). In relation to these strategies, students' self-efficacy has the relationship to reading comprehension in terms of accomplishing the task (e.g. to find main idea, detailed information, vocabulary meaning, inferences, implied meaning, the writer purpose or draw conclusion and paraphrasing). The teaching strategies hoped increase the students competence in gaining the reading comprehension. And students' self-efficacy hoped can increase the students' competence in continuing advancement on reading comprehension.

In addition the writer focuses on narrative which is explained as one of the objectives of the study stated in the syllabus on Educational unit curriculum level

(KTSP: Kurikulum tingkat satuan pendidikan). And the writer constructed the reading comprehension test based on the topics in the syllabus and taxonomy of reading in order to identify the behavioral outcomes. The writer expected the students went with the literal and inferential levels. In literal comprehension, the students were expected to identify the main idea, detailed information, and vocabulary meaning. Furthermore, in inferential comprehension level, the students were expected to identify reference, communicative purpose, and implied meaning.

1.6 The Significance of the Study

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routine that makes comprehension a seemingly effort and enjoyable activity for fluent readers. Theoretically the findings of this study is expected to provide information which may have practical as well as theoretical values for English language teachers, students or readers and to those who intended to conduct further in-depth study in reading comprehension. Meanwhile, practically To assist the English teachers in their attempts to improve students' reading comprehension, For the English teachers as one of alternative strategies when teaching reading.