

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Every time, we always read something with some kind of purpose in mind, for instance, to obtain specific information, to keep up with the news, or just for pleasure. Achieving one's purpose means that the reader is able to read accurately. Sometimes, it is difficult to achieve the purpose of reading, even in her or his language. In the foreign language, of course, the problem of the reader will be greater.

Reading is very important in order to gain knowledge. By reading, students are able to enrich themselves with much information. As we will come to the global era, it would seem to be impossible for a country not to depend on another. It is a fact that information controls all aspects of our life, as it holds an important role in the global era. Without information, one country may have difficulties in developing and in competing with others. In exchanging information with others, obviously we use language as a tool of communication. Since only English is the most widely used in the world, it is called an international language. Thus we find that English is taught in school, from elementary until tertiary levels, as the very early preparation. English has foreign language status in Indonesia. In Indonesia, reading in English is a must for students especially university students, since many text books use English.

Comprehending English text material could be difficult at a time, McNeil stated that students' concepts of reading may determine whether they comprehend the text or not. A major difference between good and poor reader is extending to which the reader is aware of the need to make sense of the text. Better readers understand that stories and other forms of writing should make sense and that reading instruction is a means to enhance their comprehension (McNeil, 1992:21).

Since the need for better reading skills of English learner is increasing, reading strategies become influential, to make reading easier, and more enjoyable. Barnett (1989) stated that readers can improve their foreign language comprehension by using reading strategies. The term strategy, according to Barnett (1989), refers to the mental operations involved when readers purposefully approach a text to make sense of what they read.

From the four of English language skills, reading is probably used most by EFL and ESL students in the academic context (Carrel cited in Taporn, 1999). University students need to have efficient reading skills to comprehend a large mass of materials both in their studies at university and at home (Eskey, 1986:36). As reading skills are crucial to self-improvement and the development of personal interests (Harris & Sipay, 1979), students must continue to improve their reading skill.

Reading in any language is cognitively demanding, involving the coordination of attention, memory, perceptual processes, and comprehension processes (Kern cited in Taporn, 1999). Hammadou as cited in Taporn (1999) demonstrated that reading comprehension is not just understanding words,

sentences, or event texts, but involving a complex integration of the reader's prior knowledge, language proficiency and their metacognitive strategies.

The degree of reading proficiency in English is important to the students of English department, because they are expected to have reading proficiency in English better than others who do not take English major in university.

Based on the phenomenon above, I am interested in doing observation in the reading strategies. In this study, the reading strategy that I want to observe is reading strategies dealing with reading proficiency. In classifying reading strategies, there are some different classifications from the experts, but actually they have the same aims, that is to make reading easier and also to get a good achievement.

I.2 Statement of the Problems

Based on the background of the study above, the research is intended to seek answers to the following problems:

1. What types of reading strategies are mostly used by the English Department Students of Airlangga University?
2. Is there any correlation between reading strategy choice and reading proficiency of the English Department Students of Airlangga University?

Ho : there is no correlation between reading strategy choice and reading proficiency of English Department Students of Airlangga University

H1 : there is correlation between reading strategy choice and reading proficiency of English Department Students of Airlangga University

I.3 Objective of the Study

The objectives of the study are to identify the types of reading strategies that are used by the English Department Students of Airlangga University and to find out whether there is significant correlation between reading strategy choice and reading proficiency of English Department Students of Airlangga University.

I.4 Significance of the Study

The study is expected to contribute the result of this study particularly to the improvement of the EFL learners' reading proficiency. Strategy concept is expected to become influential in education, to make reading easier, enjoyable, and more efficient and also expected to improve learners ability to read materials in order to gain more knowledge.

Reading strategies which promote better proficiency must be taken into account in learning to reading. Reading educators are expected to pay more attention to reading strategies to improve the English Foreign Language learners' reading proficiency.

I.5 Scope and Limitation

From all the English Department students of Airlangga University who can be observed, this study limits the samples to the third year students and above. This study doesn't find out the factors that influence reading strategies choice.

I.6 Theoretical Framework

This study draws on linguistics theories, focusing on reading theories. Reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation (Anderson cited in Marjourie & Wixson, 1991:13).

As a learner who attempts to read texts of English as a foreign language, he/she is supposed to get the target language of reading that is comprehension. How good the reader's comprehension that requires some effective reading skill planned and performed in the learners' reading strategies will determine his/her reading attainment.

I.7 Method of the Study

To know the types of reading strategies that are mostly used by the English Department Students of Airlangga University, this study uses qualitative descriptive method. The qualitative descriptive is expected to be able to describe the phenomenon of the reality by contrasting and comparing the object of the study. To find out the correlation between reading strategy choice and reading proficiency of the English Department Students of Airlangga University, in this study, quantitative analysis method is used.

I.7.1 Definition of Key Terms

- **Reading** : the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation.
- **Reading Strategy** : Effective directions or plans in reading activity designed for a particular purpose.
- **Reading Proficiency** :The degree of reading skill measured without a reference to a particular curriculum.

I.7.2 Population and Location

The population of this study is the English Department Students of Airlangga University. The study took place in English Department Faculty of Letters of Airlangga University in Surabaya, in which the students speak Indonesian as their mother tongue and speak English as a foreign language.

I.7.3 Instruments

This study uses three instruments: questionnaire of reading strategies, reading proficiency test, and statistical instrument. Questionnaire of reading strategies consists of six parts. Part A is Cognitive Strategies, part B is Memory Strategies, Part C is Compensation Strategies, Part D is Metacognitive Strategies, Part E is Affective Strategies, and part F is Social Strategies. The statistical

instruments are Pearson Product Moment Correlation Coefficient test and Regression Analysis.

I.7.4 Sampling

Sampling is necessary for research, because it is a method in which an individual is selected in order to get a sample. This study uses purposive sampling technique, meaning that picking out sample is based on certain purpose. The purpose of this study is obtaining data of the types of reading strategies that are mostly used by the English Department Students of Airlangga University and finding out the correlation between reading strategy choice and reading proficiency of the English Department Students of Airlangga University.

This study will collect 30 English Department students. This number is the minimum requirement for a small sample. Here, the English Department students must be third year students and above, since it is assumed that their English language proficiency is better than those who are at the earlier semesters.

I.7.5 Technique of Data Collection

To collect the data of the types of reading strategies that are mostly used by the English Department Students of Airlangga University and to find out the correlation between reading strategy choice and reading proficiency of the English Department Students of Airlangga University, this study has two variables. The variables are the score of reading strategies (X) and the score of reading proficiency test (Y).

To obtain the data, this study uses some steps. The first one is collecting the data of reading strategies and reading proficiency of the English Department Students. The writer makes questionnaire in order to get the data of reading strategies used by the English Department Students. In order to get the data of reading proficiency, the writer gives reading test. In this study, the writer uses TOEFL model test especially in the reading comprehension section. The reason why the writer doesn't use the actual TOEFL in this study, because in order to get the actual TOEFL score, one has to attend an actual TOEFL at a certain institution by paying a certain fee. It is difficult for the writer. So, the writer uses a TOEFL model test. It is constructed based on the format of an actual TOEFL test. The time of the test is 55 minutes. The steps of data collection can be seen below:

1. Distributing questionnaire of reading strategies
2. Giving reading test
3. Scoring questionnaire of reading strategies
4. Scoring the Reading test

I.7.6 Technique of Data Analysis

From the obtained data, I put them in to tables, so I can identify the types of reading strategies that are mostly used by the English Department Students of Airlangga University. Secondly, I conduct the statistical test in order to find out whether there is correlation between reading strategy choice and reading proficiency of English Department Students of Airlangga University. In a short, the steps are:

1. Determining the type of reading strategy used by each respondent
2. Finding the types of reading strategies that are mostly used by the respondents
3. Finding the correlation between reading strategy choice and reading proficiency of the English Department Students of Airlangga University by using the statistical analysis of Pearson Product Moment Correlation Coefficient test and Regression Analysis

1.8 Organization of the Paper

This paper contains four chapters, and each chapter contains specific topic of discussion. Chapter 1 is the introduction of the whole paper. Chapter 2 contains literature review, which is relevant to the topic of this study. Chapter 3 is data presentation and data analysis. Chapter 4 is the conclusion and suggestions of the whole discussion in the previous chapters.

1001 11/11/2011

LITERATURE REVIEW
CHAPTER II