

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Learning English includes four skills, namely reading, speaking, listening, and writing. Because those four skills are not innate abilities, they have to be learned. Reading is strove because reading is the most basic of education goal to enlarge knowledge, which we have never visited it in our mind before. Reading is a foundation for future success because through reading, readers get a lot of information, especially at school. If the students do not often read, it will make them not competent in reading. Relates to the competent learners, according to Gee (1999) in Lyutaya (2011:27), “The learners will be more competent if they enjoy reading.” If they are competent in reading, they will be good readers.

The characteristics of good readers have been stated by Duke and Pearson (2002:205):

“Good readers are active, look over the text before reading, note the text structure, make prediction, question the meaning, integrate prior knowledge, monitor the understanding of the text, and attend closely to the setting and characters if the text is narrative.”

In this case, to be good readers, they should practice some strategies to make them learning better about the content of the text.

Based on Improving Senior High School Students’ Reading Comprehension through Reading Strategies Derived from Genre Based Approach

(Fitrawati, 2009), there are some difficulties in comprehending reading text, such as some students were not interested in teachers' strategy, they did not understand the concept of reading strategy, there were many students who were not active in reading (passive in reading), and they did not understand the meaning of vocabulary. There is a mutual connection between teachers and students to help the students comprehend in reading. According to Duke et al (2011) "Teachers are able to cope those difficulties at school, because teachers enact as tour guides in teaching reading comprehension."

Comprehension is the skill to understand something. Without comprehension, reading is confusing and frustrating. According to Duke and Pearson (2002:206), "Comprehension is both satisfying and productive." If the students enjoy reading, it will not only make reading fun, but also give advantages. In increasing reading comprehension, according to McLaughlin (2012:432) "Reading teachers should teach the students to become active, strategic, and successful in reading." Because students' comprehension is the goal of teaching reading, it needs process called instruction.

There were some different instructions before, during, even after reading section in Fitrawati's research (2009). Related to her research, the writer is going to explore what instructions applied by teachers using the ten essential elements of effective reading comprehension instruction proposed by Duke et al (2011) towards students' reading comprehension in EFL classroom. These instructions cover building prior knowledge, providing exposure and motivating text, teaching strategies and text structure, engaging in discussion, building vocabulary,

integrating reading and writing, observing and assessing, and differentiating instruction. Duke et al's study (2011) found that the ten essential elements of reading comprehension instructions should be practiced within a (GRR) Gradual Release of Responsibility model (Pearson and Gallagher, 1983).

There were some previous studies related to this identification, namely *Effective Practices for Developing Reading Comprehension* (Duke & Pearson, 2002), *Improving Senior High School Students' Reading Comprehension through Reading Strategies Derived from Genre Based Approach* (Fitrawati, 2009), and *Avoiding the Blank Stare: Teacher Training with the Gradual Release of Responsibility in Mind* (Clark, 2014). Duke and Pearson's study (2002) found balanced comprehension instruction consists of a supportive classroom context and a model of comprehension instruction. Fitrawati's study (2009) found reading strategies derived from genre based approach in pre reading phase, whilst reading phase, and post reading phase (2009). While Clark's study (2014) found the implementation of GRR as a powerful teaching model, although classroom confusion limited the steps of GRR model.

The writer wants to identify teaching process in EFL classroom at SMAK Untung Suropati Sidoarjo by using the ten essential elements proposed by Duke, et al (2011), and GRR model theorized by Pearson and Gallagher (1983). The writer also used supporting theory of GRR, namely Schema theory model (Bartlett, 1932) and Construction-Integration model (Kintsch, 1998, 2004). Although some studies about the practices in reading comprehension have been documented, a study using ten essential elements of reading comprehension

instruction as a foundation to teach reading comprehension in EFL (English as a Foreign Language) class, especially for senior high school students conducted by English teachers is still scarce. That is the reason why the writer was interested in choosing the topic of reading comprehension, especially the implementation of the concept of ten essential elements of fostering and teaching reading comprehension instruction.

## **1.2 Statement of the Problem**

Based on the background of the study, the writer would like to formulate the problem as follows:

What are the essential elements of effective reading comprehension instruction that have been implemented by English teachers at SMAK Untung Suropati Sidoarjo?

## **1.3 Objective of the Study**

The objective of the study is to find out the ten essential elements of effective reading comprehension instruction within GRR model that have been implemented by the English teachers at SMAK Untung Suropati Sidoarjo.

## **1.4 Significance of the Study**

Firstly, the result of this study is expected to be useful for English Department students, therefore they know the detail in reading comprehension instruction in learning English. Secondly, this study is expected to be useful

either for English tutors or readers who has planning to teach reading in senior high school or any reading courses. Throughout this study, they can practice ten essential elements of fostering and teaching reading comprehension in EFL class. Next, in applied linguistics, the study is able to give useful contribution to the second language acquisition and language teaching.

### **1.5 Scope and Limitation**

The writer focuses on the ten essential elements in fostering and teaching reading comprehension instruction in EFL class which applied by two groups of class XI IPA-2 and XI IPA-3 and two English teachers at SMAK Untung Suropati Sidoarjo.

### **1.6 Definition of Key Terms**

There are some key terms which have definitions to make the readers easier in reading this thesis, such as: EFL classroom, Gradual Release of Responsibility (GRR), reading comprehension instruction, and ten essential elements

1. EFL classroom: the classroom where teachers can be English language native speakers who possess bachelor's degree. (Darn, 2002 in Thompson, 2007:7)
2. Gradual Release of Responsibility (GRR): a model which needs mutual participation between instructor or teacher and learners or students and consists of 4stages, namely: focus lesson, guided instruction, collaborative learning, and independent practice. (Pearson and Gallagher, 1983 in Clark, 2014:29)
3. Reading comprehension instruction: the process in teaching reading for

4. helping students acquire productive comprehension skills and strategies (Duke & Pearson, 2002:207)
5. Ten essential elements: the elements to foster and teach reading comprehension. (Duke et al., 2011:52)

