

CHAPTER I

INTRODUCTION

This chapter introduces the theoretical foundation of the research. It presents background of the study, research question, objective of the study, significance of the study, limitation of the problem, and the definition of key term.

A. Background of Study

In learning English, there are four skills that must be mastered by students. They are listening, speaking, reading, and writing. Those skills are divided into two basic skills, receptive skills (listening and reading) and productive skills (speaking and listening). All the skills must be learned and taught properly and by using the right strategy in order to reach the expected results.

The things that most influence second / foreign language learners in learning English are learning style and learning strategy (Oxford, 1990). Learning style is a general approach of a person to learning and depends on the cognitive, affective and behavioral characteristics of that person (Oxford, 1989). Learning strategy is strategy used by students for solving their learning problem (Oxford, 1990). This study focusses on the students' learning strategy. Learning strategy is important in language learning process, especially strategy in reading or it is called reading strategy.

Reading is a kind of important activity in an effort to master certain languages. It contributes to the success of language learning in general, or foreign languages in particular. It is supported by Harmer (2007) reading is useful not

only for careers, studying, and enjoyment, but also for language acquisition. By reading, students can enrich their vocabulary and increase another skills. In a reading process, students use reading strategy to help them understand the content of the text. Reading strategy is the process and stages the reader uses to help understanding the contents of the text. Garner (1987) defines reading strategy as an action or set of actions used to construct meaning. By applying reading strategies, students become active readers.

Active reading requires reading comprehension. In the process of reading, comprehension is one of the reasons why read a text. Caldwell (2008) states that comprehension of reading is the process of extracting and creating meaning through communication and involvement with the written language. It means students must read and understand the text by themselves in order to get the idea or information from the text. When the students get the idea of the text, it means they are interacting with the text.

In comprehending reading text there are students who are quick to understand (proficient readers) and there are students who are slow to understand (less-proficient readers). It all depends on the difficulties they face and the strategies they use to overcome their problems. In the education system, most EFL (English Foreign Learner) students face many problems, especially in understanding written material when reading. Even though they (proficient readers and less-proficient readers) are in the same class and their lecturers have taught reading strategies, the less-proficient readers delicate to implement the reading strategy. Some of them still translate reading text word by word. They

may not have realized the effectiveness of the reading strategy. Applying reading strategies can help students to overcome their reading problems.

There is plenty of evidence that has been shown about the importance of reading strategies and their effective role in improving and developing reading comprehension. Being a strategic reader helps readers understand text and deal with reading problems. O'Malley and Chamot (1990) stated that individuals who take strategic approach learn more quickly and efficiently than those who do not. It will be more easier for students when they involve reading strategies in their reading process. Students are actively involved in managing their own learning through the use of learning strategies. Menda (2018) stated by using a continuous reading strategy, the reader will be skilled and, later, will be able to use the reading skills without conscious effort. Furthermore, O'Malley & Chamot (1990) divided language learning strategies into three categories: cognitive strategies, metacognitive strategies, and socio-affective strategies. In this research, students' reading strategies will be clasified based on language learning strategies brought by O'Malley & Chamot.

Based on the previous study done by Tika Sari (2017) with the title "The Correlation Between Reading Strategies And Reading Comprehension Achievement Of The Eleventh Grade Students Of SMA Muhammadiyah 6 Palembang", she found that the reading strategies of students affected their success in reading comprehension. Rouai Souhila (2014) studied about "The Use of Reading Strategies in Improving Reading", She found that some students were able to understand what they were reading by applying correct reading strategies,

while some students encountered difficulties due to their lack of reading strategies. Maedeh Ghavamnia, Saeed Ketabi, & Mansoor Tavakoli (2013) analyzed about “L2 Reading Strategies Used by Iranian EFL Learner : A Think Aloud Study”, in order to understand the text, proficient readers used metacognitive strategies (planning, self-monitoring, self-questioning, etc.), while the less-proficient readers translated the text word by word, which was time consuming. Marzuki et al (2018) investigated about “Improving the reading comprehension through cognitive reading strategies in language class of coastal area in Indonesia” it found that implementing cognitive reading strategies has been shown to improve students ' ability to understand reading text.

From the online preliminary test conducted by the researcher toward all the fourth semester students of English Department of IAIN Kediri obtained results that there were students who got high grades (in this study they are called proficient readers) and students who got low grades (in this study they are called less-proficient reader). The interval between the highest and lowest scores is quite far. Although they have been taught various kinds of reading strategies in Intensive Reading Class, the lecturers need to know more about which strategies are often used by the students. Lecturers need to know how the students learn. The learning process not only finds out *what learners are learning*, but also focuses on *how learners are learning* (Wenden, 1991). If the lecturers know the strategies that are often used by the students, the lecturers can help the students implement strategies that are often used in different types of texts. Students also need to try other reading strategies.

To know the students' reading strategies, think aloud method was used to get the data. Think Aloud is a way for students to verbalize their ideas as they read. This method is therefore useful because students verbalize all their thoughts to build awareness of the text reading (Keene & Zimmerman, 1997). Based on the reason above and the important of reading strategies mentioned in the previous studies, the researcher interested in conducting a research with the tittle : "Analyzing Students' Reading Strategies Using Think Aloud Method In Comprehending Report Text".

B. Research Problem

Based on the background of the study, the research problems can be stated as follow:

1. What are reading strategies frequently used by the students of English Department of IAIN KEDIRI in comprehending report text?
2. What is the difference in stategy used by proficient reader and less-proficient reader?

C. Objective of the Research

In relation with the background of the study and the statements of the research problem, the objectives of this study as follows :

1. To find out the reading strategies frequently used by students of English Department of IAIN KEDIRI in comprehending report text.
2. To find out the difference in stategies used by proficient reader and less-proficient reader.

D. Significance of the Research

The result of this study is expected to help lecturers to teach reading strategy. Besides, it also helps the students to try to implement reading strategies while reading. Thus, it can arouse their involvement and motivation in learning English, especially reading. This can also be a reference for other researchers who want to conduct similar research.

E. Scope and Limitation of the Research

Regarding to the problems identified above, the researcher delimites the problems to be solved. The limitation is determined by some reasons. Firstly, there are many language learning strategies in reading, the researcher only takes the language learning strategies classified by O'Malley and Chamot (1990) (cognitive, metacognitive, and socio-affective strategy) in order to specify the study. Secondly, the researcher only involves 16 students of fourth semester of English Department of IAIN Kediri. It is due to the time spent in think aloud session and due to the *Covid-19* pandemic. The participants are divided into two categories, 8 students who get the highest score (proficient reader) and 8 students who get the lowest score (less-proficient reader) in academic reading subject and in the reading test held by the researcher in preliminary study. Another reason is due to the time spent in think aloud process. Thirdly, the researcher uses report text because the report text can be purposed as knowledge.

F. Definition of Key Terms

To avoid the misunderstanding in this research, there are several key terms that the researcher feels necessary to explain them.

1. **Reading** : a receptive skill which allows readers to get information from written symbol.
2. **Reading strategy** : the process and stages the reader uses to help understanding the contents of the text.
3. **Report Text** : text that describes about something based on the observation result.