

CHAPTER I

INTRODUCTION

In this introduction part, the researcher discusses the seven-term of sub chapters of the study. Those are the background of the study, the problem of the study, the objectives of the study, the significance of the study, the limitation of the study, the definition of key terms, and organization of the thesis.

A. Background of the Study

Reading is one of the four language skills and it is very important in teaching and learning process because every activity in the classroom always has relationship with reading. In addition, reading is an interaction between the readers and the text. In other hand, reading can help learners or students to enlarge their knowledge, vocabulary, and information¹. From reading, the learners can also study about foreign language people's habit and culture. Therefore, the researcher focused on reading as a component of general second language. So, reading is still regarded as the most effective to increase both student's competence and performance.

In the fact, most of English teachers still confuse to apply learning strategies when they taught English in the class. Some of them still used interactive method, they just explained the materials and the students just listened what the teacher said. If this method applied in reading section, it can

¹Hesham Suleiman Alyousef, *Teaching Reading Comprehension To ESL/EFL Learners*, (The Reading Matrix: 2005), hlm. 143-154.

make students are boring and they did not enjoy in learning and their achievement became reduce. They need some activities which can make them amuse with the reading learning process because one of the factors to success in reading is selecting strategies and reading always come along with comprehension. So, the selection of reading strategies is very important.

Strategy in reading was very important to help the students to understand what they read. But not all students know if strategy in reading was very determined to success in reading. Reading strategy can help the students when they are coping with an unfamiliar language task in the beginning stages. There are many strategies in reading and that all help students manage to interact with written text. If the readers choose strategy correctly, the strategy will show how the readers comprehend the text, what textual cues readers use, how the readers communicate with what they read and how they react when they do not understand with the text.² Therefore, not only the teacher in selecting reading strategies for students but also the students itself that should select the reading strategies especially reading comprehension strategies.

As a matter of fact, reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. The students can read an English text but they cannot comprehend what is the content of the text that they have read. Proficient reading depends

²Selma kara, *Reading Strategies: Prospective teachers and their teaching practices*, (Journal of Educational and Instructional Studies In The World: 2015), hlm. 20-28.

on the ability to recognize words quickly and effortlessly.³ If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. For this reason the researcher analyzes what the teachers' strategies in teaching reading comprehension. Learning strategies are learning techniques that help in learning process itself. The learning strategies are procedures that help to complete the learning task⁴. But there are many strategies in reading especially in reading comprehension and not all can apply in every reading section. The situation students, student's ability and what kind of the text that they read also becomes one of the factors for selecting reading strategies. In other hand, there are many thing that must considered by the students in selecting strategies. So, it make the students must be careful more.

Based on the phenomenon above, strategies in reading is very important. In other hand, reading strategy is one of crucial factor that give influence to the success in reading especially in reading comprehension. According to the statement above the researcher carries out the research under title "READING STRATEGIES USED BY FRESHMEN AND SENIOR STUDENTS OF ENGLISH DEPARTMENT OF STAIN KEDIRI".

B. Problem of the Study

Based on the background of study, the statements of the research problem divide into two types, they are major problem and minor or specific

³Arthy and Nagaraj, *Enhancing Reading Comprehension Skills Through Small Group Interaction Techniques: A Comparative Study*, (*International Journal of Scientific Research*: 2012), hlm.75-76.

⁴Selma kara, p. 20-28.

problem. The major problem is “what reading strategies used by freshmen and senior students of English Department of STAIN Kediri?” and the minor or specific problems are:

1. What reading strategies applied by low and high scorers of freshmen students of English Department of STAIN Kediri?
2. What reading strategies applied by low and high scorers of senior students of English Department of STAIN Kediri?

C. Objectives of the Study

Considering the problem of the study above, the researcher find the objectives of the research are to know what kind of reading strategies in reading comprehension applied by low and high scorers of the freshmen and senior students of English Department of STAIN Kediri.

D. Significance of the Study

The significance of the research is expected to be useful for broadening the knowledge of reading comprehension strategies. In addition, for giving the English teachers some references of strategies in teaching English especially in teaching reading comprehension and giving information to the students what kind of reading strategies also how to select the best strategies to reading a text. And also will give some contribution and information for future researcher about strategies in reading comprehension.

E. Limitation of the Study

The problem that will be discussed in this paper is limited only in the reading strategies prospective freshmen and senior students of English Department and what reading strategies applied in reading by low and high scorers of freshmen and senior students at English Department of STAIN KEDIRI.

F. Definition of Key terms

To avoid the misunderstanding and incorrect interpretation that cause confusion about the study, it is compulsory for the researcher to define some term that exist on the title. Some key term would be as follow:

a. Reading

Reading is one of reading skills and a process in which a reader work actively to construct the meaning from the material or the text.

b. Learning Strategies

Learning strategies are actions taken by the students to make learning easier, faster, more self-directed, and more effective.

c. Reading Strategies

Reading strategies are some techniques in reading that structured and have goal or purpose to get the point of reading and help the students to get the success of reading.

G. Organization of The Thesis

The organization of the forward chapters is conducted as the following. The first chapter as introduction that consists of the background of study, problem of the study, objectives of the study, the significance of the study, the limitation of the study, and the definition of key terms. The second chapter is Review of related literature and this chapter discusses the theories which are related with the values of reading strategies in reading. The third chapter as research method consists of research design, object of study, research instrument, data collection technique and the data analysis. The fourth chapter includes the finding and its discussions which concerning the student's reading strategies, the procedures taken in the process of data collection. The fifth chapter is the last part of thesis which contains the concluding that taken from chapter 4. In the last chapter delivers conclusion and the recommendation.