

CHAPTER I

INTRODUCTION

A. Research Background

English is a universal language because most countries use it as their primary language. In addition, English is one of the critical international languages to be mastered or learned. Some countries, mainly former British colonies, place English as a second language that must be mastered after their native language.

English is a foreign language in Indonesia. It occupies an important position in the daily life of our society. It can be seen clearly in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college. The Indonesian government introduced English as early as possible for students in Madrasahs through the 1994 Basic Education Curriculum (Maduwu, 2016).

English is an essential language for everyone to learn as a second language. In order to learn English, there are four skills that English learners must master: reading, listening, speaking, and writing. English is categorized into two parts. The first part is the productive ability which consists of writing and speaking. The second part is the receptive skill which consists of reading and listening.

Reading is critical because reading is a process carried out to get messages or information. In addition to getting information, we can also understand the information in the reading and become known for the readers' future. Reading can also stimulate mental, reduce stress, increase vocabulary, and expand thinking. Reading is a physical and psychological process. We observe writing visually and think in processing the information contained in reading (Pradani, 2021).

Reading ability is one of the keys to student progress. Many students still do not enjoy what they read. Therefore, reading interest is reduced because reading is considered tedious activity. Reading comprehension is an essential component of a reading activity because, in essence, understanding reading

can improve the skills or interests in reading and specific goals that have been determined or are to be achieved (Mitha, 2019).

Reading comprehension is the act of understanding a text. It is an intentional, interactive process that occurs before, during, and after a person reads a particular piece of writing. Linse (2005: 71) states that reading comprehension is a negotiating process between the writer and the reader. It means the reader can feel what the writers think when reading.

Much literature could improve students' reading skills. In the literature, students analyze a paragraph to get the information. Short functional, narrative, descriptive, and recount text are the kind of literature. The literature helps students to improve their reading skills. When the students have good reading comprehension, the reading test score is too good. The teacher advises students to read much literature every day to improve students' reading comprehension. They are not required to understand each part of the sentence or paragraph but must understand the message the writer is trying to convey.

In English teaching and learning, reading strategies are essential in getting students to be competent in English. According to Shang (2011), reading strategies refer to “the mental operations used by the readers when they have purposefully approached a text to make a sense of what they read and gain comprehension in reading”.

Furthermore, Block (1986) stated that reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. Reading strategies are the readers' ways of comprehending the text. So, reading strategies are needed for readers to make learning easier and allow them to be actively involved in reading.

Regardless of the degree of proficiency, the students must be dominating reading comprehension. Many students still need help to appreciate the real significance of the content. Reading strategies play an essential role in realizing success in reading. Strategy is a particular technique for moving toward an issue or assignment, methods of activity for accomplishing a

specific end, and arranged plans for controlling and controlling certain data. Practice in using strategies effectively is essential in constructing the meaning (Brown, 2007).

Some types of reading strategies are: cognitive strategies, metacognitive strategies, compensation strategies, testing strategies, multi-strategy teaching, text structure instruction, skimming and scanning, annotating, activating prior knowledge, and questioning (Hasibuan, 2022).

This research is crucial as it aims to shed light on the effectiveness of reading strategies employed by students in the English Education program, thereby contributing valuable insights to enhance language learning methodologies. By investigating reading strategies within the specific academic context of IKIP PGRI Pontianak, this study holds the potential to offer tailored recommendations for improving reading comprehension and overall language proficiency among students in the mentioned program.

Based on the explanation above, the researcher hopes that the fable is helpful in teaching reading comprehension of narrative texts and, simultaneously, improving the student's ability. Therefore, the researcher is interested in carrying out research entitled "An Analysis of Reading Strategies on Students' English Education Study Program IKIP PGRI Pontianak in the Academic Year 2022/2023."

B. Research Questions

Based on the research background above, the research question is, how are the reading strategies of students' English Education Study Program IKIP PGRI Pontianak in the academic year 2022/2023?

C. Research Purposes

Based on the research questions above, the research aims to analyze the reading strategies of students' English Education Study Program IKIP PGRI Pontianak in the academic year 2022/2023.

D. Significance of Study

The research benefits that are expected to be obtained from this research are as follows:

1. Theoretical Significance

Through this research, a better understanding of the reading strategies used by students in the English Education Study Program at IKIP PGRI Pontianak will be obtained. This information can provide insights into the effectiveness of existing teaching methods and help develop better learning strategies in the future.

Additionally, the findings of this research can contribute to understanding the challenges and specific needs faced by students in learning English. With a deeper understanding of reading strategies, educators can design more effective learning programs and adapt their approaches to enhance students' reading abilities.

2. Practical Significance

a. For Researcher

- 1) Researchers will gain a deep understanding of the reading strategies used by students in the English Education Study Program at IKIP PGRI Pontianak. This will enhance the researchers' knowledge and understanding in this field.
- 2) Researchers can use the findings of this research as a basis for developing better approaches and teaching methods in the context of English education.
- 3) The results of this research can also contribute to further research in the field of reading strategies or related topics.

b. For English Education Lectures

- 1) Lecturers will gain better insights into effective reading strategies for students learning English. This will help them design better and more effective learning programs to enhance students' reading abilities.
- 2) The findings of this research can serve as a reference for lecturers in selecting and implementing teaching methods that are suitable for students' needs and challenges.

c. For Students

- 1) Students will directly benefit from this research by improving their understanding of effective reading strategies. This will assist them in developing better reading skills and enhancing their comprehension of English texts.
- 2) Students can also use the findings of this research as a guide to selecting the most appropriate reading strategies based on their learning styles and needs.

d. For Subsequent Researchers

- 1) The results of this research can provide valuable contributions to subsequent researchers in continuing research in the field of reading strategies or related topics. Subsequent researchers can build their research based on the findings and methodology used in this research.
- 2) The research findings can inspire other researchers to explore other aspects of reading strategies or conduct comparative research among various English education programs.

E. Scope of the Research

The scope of this research is made so the discussion will be carried out and does not deviate from the research focus.

1. Research Variable

The variable in this study is reading strategies. This research only focuses on students' English Education Study Program Institut Keguruan dan Ilmu Pendidikan Pontianak.

2. Research Terminology

The following definitions are provided to ensure compatibility and understanding of these terms during the study.

a. Reading Strategies

According to Block (1986: 465), reading strategies indicate how readers identify the purpose for reading, what parts of the text they attend to, how they deal with making sense of the text, and how they

overcome not understanding certain parts or words in the text. Additionally, Cohen (1990) states that reading strategies are a set of plans preferred and used by readers to reach reading goals.

On the other hand, Rajoo and Selvaraj (2010: 1301) define reading strategies as how readers interact with the written texts and how these strategies help enhance text comprehension, including mental plans.

Ozek & Civelek (2006) stated that in terms of strategy categories, strategies can be cognitive, involve mental processing, or more social. The effectiveness of cognitive strategies can be enhanced by metacognitive awareness. The function of cognitive strategies is for effective and efficient improvement, storage, get the information from the text to construct the meaning.

The literature on first and second-language reading gives a couple of divisions of psychological methodologies as bottom-up and top-down procedures, with the previous being identified with sound-letter, dictionary, and sentence structure, and the last being concerned about content significance, foundation information, and literary association.

According to Alsamadani (2011), metacognitive strategies are known as readers' knowledge of cognitive resources, awareness of cognitive processing, and the skill to organize strategies. According to Ozek & Civelek (2006), readers do metacognitive strategies to verify the outcomes of any alternative to solve the problem, monitor the effectiveness of the action, and test, revise, and evaluate the learning strategies.

b. Reading Comprehension

Reading comprehension is the act of understanding a text. It is an intentional, interactive process that occurs before, during, and after a person reads a particular piece of writing. Linse (2005: 71) states that reading comprehension is a negotiating process between the writer and

the reader. It means the reader can feel what the writers think when reading.

Reading comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text read to create a representation of the text in the reader's mind. Theoretically, reading comprehension is a process of interaction between the reader with the text, or it is a process by which the reader constructs meaning by interacting with the text (Westwood, 2001: 13).

Reading comprehension is the ability to gain information from the texts to know the complete information deeply so that it will force the readers to read the whole text to gain the covert information. However, comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension does not just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (Chard, 2008).

According to Klingner (2007: 2), reading comprehension is constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency. It refers to the ability to interpret the words and understand the meaning and the relationships between ideas conveyed in a text.

According to Pang (2003: 14), comprehension is making sense of words, sentences, and connected text. Comprehension is the process of deriving one word's meaning from another in a text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts.