

CHAPTER I

INTRODUCTION

This chapter provide a background of study, the identification of study, research problem, the objective of the study, the significant of study, and relevant study.

A. The Background of Study

Nowadays, some developments and changes are fast and fundamental in various aspects of life. The development of science and technology, changes in social/culture attitudes and behaviour, changes in governance or trade management, and competition that occur worldwide. Besides, education also continuous to globalize. Education institution is required to provide provisions for knowledge and skills that can help students to deal with life problems in the future. In order, education is very necessary and must get attention, treatment, and priorities well by the government, society in general, and education managers in particular.

The development and progress of human civilization cannot be separated from the role of science. Even changes in human life patterns from time to time goes hand in hand with the history of the progress and development of science. The stages of development in this context are historical periods of the development of science, from classical to modern times.

Language becomes a mind development media of humans especially in expressing the reality of everything. This language and mind have a reciprocal relationship, meaning the form of language used will be influenced by human thoughts. Conversely, language can affect the way think humans because behind

the language standing culture.

Related to English as an important in spectrum of the 2013 curriculum, has the aim of developing students' abilities to communicate in that language, with communication skills it includes the ability to listen, speak, read, and write. On the spectrum from the curriculum, English for Senior High School is an adaptive subject, namely aims to prepare students to master basic knowledge and skills IN English which will support the achievement of skills competencies in the program study, and to apply mastery of English language skills orally and in writing communication at an advanced level (Permendikbud No. 64, 2013).

English subject is one of the main materials that need to be taught to students in school. Reading skill are basic skills for students which they must master in order to follow the entire educational process and learning. The success of students in learning process is impacted by the ability of their reading.

Reading is one of the important things in language skills in addition to other language skills. Because of reading is a means to study another world so desired human can expand knowledge, have fun, and explore written messages just by reading. However, reading is not an easy activity. Reading is a process can be developed using approaches, techniques, strategies, and method in accordance with the purpose of the reading. There are several types of reading, reading skills understanding is part of the kind of silent reading. Reading comprehension is an effort to grow and hone critical reading skill.

In learning English, reading is one of the important skills that students must have. Because, students will be able to answer the exam questions, get various information about the study even about what is happening in their school by

reading. For example, the information about the competition to be held on the weekend where the information or announcement is posted on the bulletin board, students must read the announcement so they know what is listed on the paper posted on the bulletin board. Then, when students are facing the National Exam, where English is one of the subjects taking part in the National Exam, it is not uncommon to have an English text where students are required to read and understand the contents of the text to answer the question correctly.

The most significant way which is crucial in preparing information is reading. By having the reading skills to comprehend the textbooks, holy Quran, newspaper, and references written in English, the students permeate the knowledge and information.

Therefore, in this part, the writer focuses on English reading comprehension. Because with comprehending the text, it could be leading the students to develop their knowledge and get new information. Furthermore, the use of reading comprehension is to evaluate students' achievement in English. In various exams students will face, like national exams, TOEFL, all of them have texts which students are required to understand. When students take the exam, they will find various types of texts. If they don't have good reading comprehension, they will find it difficult to answer the question and probably can't pass the exam. In the curriculum, the students are required to comprehend English reading text. They are not required to understand each part of the sentence or paragraph, but they should understand the message channelled by the writer.

Furthermore, Oberholzer states that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without

understanding, reading would serve no purpose. It means that understanding text is the most important aspect of reading.

Reading for comprehension is the main purpose of reading. Despite that, comprehending a text message is not easy for students. It can be seen from what is being expected. The survey conducted by the organization for Economic Cooperation and Development's Program for International Students Assessment 2012 (PISA) shows that Indonesia ranks second from the bottom in an international education survey conducted to assess students' skills in reading.¹

Reading comprehension activity is an activity aims to obtain in-depth information and understanding about what is read. It is important to read understanding for students that is to gain a full understanding of the arguments logically, students can determine the main idea in the text, students can read the entire reading content carefully, and students also can argue re-content reading using their own sentences.

Ratih Laiy Nurjanah in her journal shows that students face problems related to vocabulary knowledge or mastery. These problems concerning the bad habit of reading and less interest in English reading comprehension they follow in the classroom. The teacher is often unaware of the difficulties faced by students in doing reading comprehension test while to overcome the problem, it is very important to know the causes of the difficulties as well. By finding the causes, lecturers can give students the best treatment to help them overcome the

¹Richard & Renandya, (2002), *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge: Cambridge University Press. P. 227.

difficulties.²

This problem also happens to the case found in the tenth grade of Madrasah Aliyah Darul Quran, especially grade X IPA 1 students, most of the students still found the obstacles, they difficult to deal with reading text written in English as their second language. About concerning the preparatory observation, undesirable results of the students' reading comprehension were caused by some following factors. It can be seen when the researcher asked them to read a text, most of them can't read the text well and less comprehend. From previous studies such as research that have been conducted by Zuhra (2015) students did not understand what was being asked and because of sapless understanding the reading comprehension question caused of knowledge of text type, lack of vocabulary, very long sentences, and the teacher seldom use interesting strategies in teaching reading.³

The first problem is the knowledge of text type, if students lack prior knowledge in reading a text, they cannot understand it because they don't know what the text is about. Moreover, when the students are less in knowledge of text type, that is also a problem in reading texts. The text type such as fairy tales, newspaper articles, and medicine letters, if the students do not know what kind of text, they cannot understand what the text is about. According to Chawang, students can understand a text if they are familiar with the text type.⁴

² Ratih Laily Nurjanah, *The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*. Journal of English Language Literature and Teaching (ELLT) Vol. 2, No.2, October 2018.

³ Zuhra. *Senior High School Students' Difficulties in Reading Comprehension*. English Education Journal (EEJ), Vol. 6, No. 3. July 2015.

⁴ Ismail, H., Syahrufa, J.K., & Basuki. (2017). *Improving the Students' Reading Skill through Translation Method*. Journal of English Education, Vol. 2, No. 2, December 2017, p.125.

The second problem is lack of vocabulary, the problem involves difficulties with words. These difficulties include problems with technical vocabulary, synonyms, antonyms, and words with several meanings. To comprehend a reading in English, students must first master the vocabulary in English. Thus, when students are confronted with a text that has not been arranged in an ordered sentence, they will more easily arrange the sentence and have the right meaning. In order, students will more easily find the main ideas contained in a paragraph or reading. This supported by Harmer (2003) who states that to be successful, the students have to recognize a high proportion of the vocabulary.⁵

The third problem is complex or very long sentences. Sentences that have within many clauses or relieve clauses and abstract concepts called complex sentences.⁶ Besides, the texts with longer sentences will be more difficult to understand than shorter sentences.⁷ Students will more easy to comprehend the short sentences because they do not need a lot of vocabulary to know the translate the meaning of the words contained in the text, and they also do not need a long time to finish reading to the end.

To solve the problem above, teacher are required to be able manage the learning process to provide stimulation to students against English subjects. In order, the teacher must be smart in choosing a method and adjust to the appropriate subject matter with the curriculum.

The purpose of teaching reading is that the students are expected to be able to permeate the Information and knowledge. In order can help them to prepare their

⁵Harmer, J. (2003). *How to Teach English*. London:Longman.

⁶Chawang, N. (2008). *Investigation of English Reading Problems*. Nakhonratchasima: Srinharinwirot University Press.

⁷Ismail, *Ibid*, p, 125.

academic career, and depending on the effectiveness of reading, it can set students up to succeed or otherwise. For that, the teacher must anticipate how reading can be easily understood by students. So that they can read English text and they understand what the text is about.

The difficulties in comprehending English reading should be known and solved by the students and the teacher, because comprehending reading text is an important skill and as an achievement indicator in reading that should be achieved by the students. By knowing the students' difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading.

The main purpose of reading is to seek and obtain information includes content, comprehending reading material. Reading activities in class, teachers should set reading goals by providing specific goals that are appropriate or by helping them develop students' own reading goals.

Efforts to obtain learning outcomes well in achieving high-quality education, especially in English, it requires the role of teachers and students. The teacher occupies a key position in creating a conducive and pleasant learning atmosphere to direct students to achieve their goals optimally, and teachers must be able to position themselves dynamically and flexibly as informants, transformers, organizers, and evaluators for the realization of dynamic and innovative student learning activities. While students in acquiring their knowledge is not passively accepting, knowledge is built by students themselves actively.

Conventional methods that are often used by teachers cause students to learn outcomes that have not been maximized. This shows that student English learning outcomes are still low, so it has not yet reached mastery learning. In essence student

learning processes such as active interaction and participations are more important than results. However, the process without prioritizing results will make learning difficult to measure.

To accomplish the problem, the teacher should be devised the great way in teaching reading, in order the students' comprehension in reading text can improve. Therefore, it very needed some strategy to make the students active in learning process and make them motivate to read. There are many strategies are convenient applied in teaching reading comprehension, namely: Jigsaw, Concept Map, Question Answer Relationship, Reciprocal Teaching, Random Text Strategy and etcetera.

The writer chooses Random Text Strategy as one strategy to be applied to learning process in classroom because this strategy can help the students in comprehending the text. In applying this strategy, it is hope that later students will be interested and make them more active in learning reading, and also improve their reading comprehension.

Random text strategy is intermittent reading where students or readers compile the text into complete reading. The purpose of this strategy is to train the students to aspirate their idea, to train the students to understand the main idea of each paragraph. This strategy will help the students to become active and comprehend the reading. Based on the background above, the researcher interested in conducting a study about *“Improving the Students’ English Reading Comprehension by Using Random Text Strategy at the Tenth Grade of MAS Darul Qur’an”*.

B. The Identification of The Study

Based on the background of the problem, some elements cause low ability in reading students' comprehension. Those factors that could be identified, as follows:

1. Most of the students have memorize vocabulary, but they still lack of vocabulary mastery and still difficult to comprehend the reading.
2. The student has studied some important rules of reading theory, but they are still difficult to comprehend the complex or very long sentence.
3. The students still difficult to comprehend the meaning of the text.
4. Most of the student have read some book, but they still difficult to identify the text type
5. The English teacher of MAS Darul Qur'an has used some strategies in teaching reading, but the student' reading comprehension still low.

C. The Research Problem

Based on the identification of the study above, the research problem of this study, as follows:

1. How is the implementation of the random text strategy?
2. What is student achievement after applying the random text strategy?

D. The Objective of the Study

Based on the research problem, the objectives of this study are:

1. To describe the implementation of random text strategy.
2. To know the student achievement after applying the random text strategy.

E. The Significance of the Study

The results of the study are expected to be used theoretically and practically:

1. Theoretical Significant

Theoretically, the researcher regarded the result of this study can extend useful information and extensive knowledge for the readers, specifically about the improvement of students' English reading comprehension by using random text.

2. Practical Significant

- a. The students, this research is supposed to be useful to make students more extracted shoved in improving their English reading comprehension.
- b. For the teachers, this research is supposed to have an additional options if they want to teach reading in the classroom.
- c. The other research, this research supposed to be a reference for other researchers who wants to do further on the same subject.

F. Relevant Study

To support this research, the following results will be presented research that has been done. Rustan in his research, where the subject her research was the second years students at SMP 5 Majene in the 2007/2008. The result of his research showed that there was a significant difference in students reading comprehension ability before and after the treatment of random text strategy.

Based on the result above, the researcher used the research results as a reference and examine more deeply about the implementation of the Random Text Strategy especially at the Senior High School level to conduct research application of the Random Text Strategy to improve reading comprehension.