

CHAPTER I

INTRODUCTION

A. Research Background

English is one of the most important languages in the world, English in Indonesia is known as a foreign language. Along with the development of the world of education in Indonesia. As a foreign language, of course it is not easy to master and it has a certain level of difficulty in learning English as the national language. The study by Malinda, Aunurrahman, Sahrawi, Hafis (2022) stated that teaching reading comprehension in Indonesian schools has several problems that are caused by many factors and aspects, namely hard material given, the strategy used, and so on. Learning English with the right approach can help students understand English material. There are four important skills in teaching and learning English: Reading, listening, speaking and writing. In teaching English in junior high schools (SMP/MTs), the use of affective strategies helps students become independent learners and take responsibility for their learning (Habok, 2019). Especially in reading skills, students must know and have strategies in reading to understand the meaning of the text.

Reading is one of the four basic skills in language learning that must be mastered. Reading skills will facilitate students' understanding of how to use language. Frequent reading makes students more familiar with vocabulary, derivations and inflections, syntactic structures, collocations, and the phenomena of idiomatic expressions, so they are easier or faster to understand. In other words, reading can be a good way to review the language a learner has learned. Full reading is used for language acquisition. Heilman cites (Fiertri, 2015) that reading is a continuous active process that is influenced by the process of understanding written language. This means that reading is a process that starts from seeing linguistic surface representations and with certain ideas or meanings about the message intended by the author. Thus reading is a combination of perceptual processes and cognitive processes.

Reading ability is a mandatory aspect for EFL (English as a Foreign Language) students as a basis for consideration and assessment of various aspects. Therefore, in reading, of course, you have to know the reading strategy. Investigating the types of reading strategies used by EFL students in descriptive texts is the main target in this study, because based on initial observations students do not know what reading strategies students use in reading descriptive texts. Descriptive text is text that describes a person or thing, the aim is to describe or express a particular person, place or thing. It can be said that descriptive text is a text that explains what the person or thing that is being described is like, in form, feature, quantity and so on. Therefore, by reading descriptive texts, researchers can find out the types of strategies for the second grade students of SMP Assalam Pontianak.

English as a Foreign Language (EFL) is a term used to describe the study of English by non-native speakers in countries where English is not the dominant or first language. EFL is the study of English by people who live in places where English is not used as a means of first language communication. Many countries use English as an Additional Language or a Second Language, which is a language frequently spoken in many countries that learn English in predominantly English-speaking countries. Research on second language reading shows that readers use a variety of strategies to help themselves with the acquisition, storage, and retrieval of information Rigney as cited (Pinninti, 2016). Research in reading identified strategies such as planning, previewing, predicting, skimming, scanning, recognizing difficult words, guessing, rereading, translating, taking notes, highlighting key information, commenting, summarizing, paraphrasing, separating main ideas from supporting ideas, visualizing, think aloud, associate, adjust reading speed, check text comprehension, make inferences, and check guesses and predictions.

Strategy is understood as procedural, purposeful, intentional, full of effort, facilitative, and essential. Reading strategies are procedures that readers often use when they are involved in performing well-structured or unstructured procedural reading tasks. Harris (1998), as cited (Pinninti, 2016), by

disseminating strategic behavior, readers must deliberately decide on actions that will assist them in carrying out a purposeful reading task. Reading strategies improve the reader's performance on a "facilitative" reading task. Strategic procedures are essential for obtaining and organizing information and for regulating one's reading performance.

Reading strategy is a broad term used to describe a plan and explicit action that helps the reader to translate writing into meaning. Reading strategies are deliberate and goal-directed actions to understand and construct meaning from a text. Reading strategies are "mental processes that readers consciously choose to use in completing reading tasks. As defined by Schellings as cited (Pinninti, 2016), Reading strategy is a cognitive activity that the reader can do before and after reading the text to understand the text adequately and identify or solve a problem that may occur during the process. These reading strategies are heuristics, methods, or special procedures that the reader more or less applies intentionally to process and understand the text's information adequately.

Based on the background above, this study investigates the types of reading strategies used by EFL students in descriptive texts and has long paid attention to various aspects that can affect reading comprehension. One of them is reading strategies, with the main focus in this research is to know and how reading strategies contribute to effective reading. Researcher conducted this research at SMP Assalam Pontianak. Therefore, researcher interviewed teacher at SMP Assalam Pontianak to ensure that this research was carried out at that school. The teacher said that students did not know what type of strategy they used in reading descriptive text.

In reading descriptive text, the teacher said that at SMP Assalam Pontianak students, especially second graders, got a score of 50-80 on their English assignments at school and daily tests. Considering the importance of reading skills in facilitating students' mastery of English, researcher must identify the types of students' reading strategies. In this way, teacher and students know what strategies students used in learning descriptive texts, so

that students can improve their understanding of descriptive texts if they used appropriate and effective reading strategies. Based on the description above, the researcher conducted research on INVESTIGATION OF THE TYPES OF READING STRATEGIES USED BY EFL STUDENTS IN DESCRIPTIVE TEXT (A Descriptive Study to Second Grade Students of SMP Assalam Pontianak in Academic Year 2022/2023).

B. Research Questions

1. What are the kind of reading strategies used by EFL students in descriptive text”?
2. What are the dominant reading aspects used by EFL students in descriptive text”?

C. Research Purposes

1. To find out the kind of reading strategies used by EFL students in descriptive text.
2. To find out dominant reading aspects used by EFL students in descriptive text.

D. Scope of Research

In this research, researcher investigated the kind of reading strategies used by EFL students in descriptive text. The subjects of this research were second grade students for the 2022/2023 academic year at SMP Assalam Pontianak. Researcher analyzed and identified the kind of reading strategies that students used in reading descriptive text

E. Research Variable

Research variables are properties that are assessed from people or attributes, objects of activity that have certain variations set by researcher to be studied and then conclusions drawn (Sugiyono, 2016). In this research, the variable is the type of reading strategy used by EFL students in descriptive text.

F. Research Terminology

1. Reading

Skill reading makes students better understand all the material taught. This indicates that the subjects read and the field of Indonesian studies should receive greater attention. Reading as one aspect of EFL English as a Foreign Language, the four language skills plays an important role in language teaching. Reading is the introduction of vocabulary, from simple recognition to individual letters and how these letters form a particular word to the meaning of each word not only at the personal level but as part of a text by Tennant as cited (Aliponga, 2013) said to be important because, in addition to teaching listening, speaking, and writing. Reading skills is a powerful tool for obtaining a wide range of specific information, including science and technology.

Reading is a selective process. As this partial information is processed, tentative decisions are made to confirm, reject, or refine as the reading progresses Goodman as cited in (Sangia, 2014). A reading strategy is an action or series of activities to draw meaning from a text. Readers mostly use various strategies to obtain, store and retrieve information. Readers may face difficulties in understanding and applying these strategies to overcome obstacles. Each benefit from different strategies, some of which make the target faster and clearer.

2. Reading Strategies

Reading strategies indicate how readers conceive a task, what cues they attend to, and how they make sense of what they read when they do not understand, according to Block (1986) as cited Wang (2016). Reading strategies are actions carried out independently in which the reader flexibly and freely takes control with particular awareness to retrieve, store, organize, decipher, and evaluate textual information properly to achieve reading goals. Erler & Finkbeiner, as cited in (Wang, 2016).

According to the definitions available in the literature, reading strategies can be defined as specific techniques that readers use to complete

a reading task successfully. Reading strategies can also mean what readers do to understand and or construct meaning, what they do when they encounter problems in understanding, and what they do to memorize and consolidate their knowledge (Block, 1986) as cited (Suraprajit, 2019).

3. Descriptive Text

In English descriptive text is text that contains a description of an object, such as an animal, place, person or thing. Descriptive text is a type of text that aims to describe a particular situation, person, place or thing. according to Pardiyono (2007) as cited Ade Muharni (2017) describes text as a type of written text, which has a specific function to provide an overview of an object (human or non-human) enabling the reader to visualize a person, place or object. You should provide as much detail as possible, and the right type of detail. Based on the understanding of descriptive text, it can be concluded that descriptive text is a text that tells what a person or thing is like. Descriptive text is a kind of text that is used by any writer or person to explain a thing, individual, animal, location or event to readers or listeners. In other words, it describes living or non-living things. Objects for living things such as humans, animals, or plants. Meanwhile, descriptive objects are inanimate objects such as places, hobbies, favorite foods, etc.

G. Significance of Research

The present research would benefit in the following aspects:

1. Theoretical Benefits

This study can provide a new understanding to teachers and students about strategies for reading. This research is expected to be a useful reference for other reading capacity research on strategies in English reading for EFL second-grade students.

2. Practical Benefits

a. For Students

This study is expected to be useful for students to find out the strategies will use by students in reading strategies in reading can help students become more active in the teaching and learning process. It can also provide skills in reading.

b. For English Teachers

The results of this study were to determine the reading strategies used by second-grade students of SMP Assalam Pontianak as learners of English as a Foreign Language.

c. To Other Researchers

This study can provide a clear picture and additional knowledge about the strengths and weaknesses of English EFL reading strategies for second-grade students of SMP Assalam Pontianak.