

CHAPTER I

INTRODUCTION

A. Background of the Study

Basically, there are four language competencies that must be mastered by students who learn English as foreign language namely listening, speaking, writing, and reading. Reading is one of important skills that have must to be mastered by students because reading is the door to obtain new information and knowledge. In some literatures are stated that by reading students will obtain new insight and experience as well as entertainment. Harmer underlines that reading is one of the most central skills should be developed inside and outside classroom. It is also one of the common ways to get information.¹

In education context, reading has a substantial role in almost every learning activity. Students who have good reading comprehension will get good academic achievement. Conversely, students with poor reading comprehension will not have good academic achievement. Similarly, Susfenti also says that ability to read English teach becomes important for students in Indonesia setting not only because there are so

¹ Jeremy Harmer, *The Practice of English Language Teaching*. (London: Longman, 2010), 283.

many references written in English but to enhance their academic achievement.²

As matter of fact, based on the results of classroom observations³, it was found that many students carried out reading activities without understanding the topic of the text they were reading and did not even know the type of text, the language features and generic structure of the text. Whereas, Bacon in Jain, M and Patel F.M., states that “reading means to understand the meaning of printed word and written symbols, reading is an active process which consist of recognition and comprehension skill.⁴ In line with the prior statement, Nunan also asserts that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning.⁵

Besides, based on the result of classroom observation, the researcher also found that majority of eighth grade students of SMP Nur El Bantany Kota Serang their reading comprehension were very poor. It was caused by some factors such as lack of vocabulary mastery, low

² N. Erna Marlina Susfenti, Improving Students’ Reading Comprehension through Student Team Achievement Division Technique. *Loquen English Studies Journal*. Vol. 10 No. 02 (July – December, 2017), 96.

³ Classroom observation was conducted on August 8, 2023.

⁴ M.F. Patel and Praveen M. Jain, *English Language Teaching*, sunrise publisher and distributor, (New Delhi: Vaishali Nagar first publishing, 2008) p.113

⁵ David Nunan, *Practical English Language Teaching*. (New York: McGraw-Hill, 2011), 68

motivation to read English text, and uncondusive learning atmosphere. In fact, comprehension is one of the most crucial elements in reading activity. Irwin argues that comprehension can be seen as the process of using reader's own prior experiences and his/her cues to infer the author's intended meaning.⁶ Thus, it can be inferred that students can be good readers if they have good comprehension.

Moreover, to obtain relevant data related to students' problems in reading comprehension, the researcher also carried out interview with the English teacher, Ms. Rika (pseudonym). She reveals that "it is not easy to teach reading comprehension because in one semester students have to learn several text types and short functional texts which have different language features and generic structure. Furthermore, several themes or topics in the textbook are outside the students' background knowledge. Thus, students experience big barriers in constructing meaning".⁷ Furthermore, she also reiterates that many students did not have sufficient vocabulary and good grammar mastery. So, when understanding recount texts that use past forms of verbs, they often experience difficulties, and this impacts their learning achievement.

⁶ Judith Irwin, *Teaching Reading Comprehension Processes* (8th ed), (Boston: Allyn & Bacon, 2018), 9.

⁷ Interview was conducted on August 19, 2023.

In addition, the researcher also conducted pre-test⁸ to measure students' reading comprehension achievement. This pre-test involved 60 students who were randomly selected to take a reading comprehension test which presented in multiple choice form. The pretest results showed that only 6 students (equivalent to 10%) were able to achieve the minimum standard score (75). Meanwhile, the remaining 54 students (equivalent to 90%) were still below the minimum completeness criteria. Besides, based on the result of test item analysis, many students were unable to answer questions that asked them to find the main idea, understand implied meaning, determine the meaning of particular word, phrase, or sentence as well as make an inference.

Actually, to overcome the preceding problems, it needs appropriate strategy to enhance students' reading comprehension gradually. Nunan states that strategies are mental and communicative procedures learners use in order to learn and use language.⁹ However, in most classroom, strategy also refers to teacher's act on performing plan of teaching. It is a certain way to reach the objective of learning. Therefore, responding to students' problems in reading comprehension, teacher needs to be careful to select proper reading comprehension strategy.

⁸ Pretest was carried out on August 27, 2023

⁹ David Nunan, *Second Language Teaching and Learning*. (Singapore: McGraw Hill, 1999), 46.

Reading comprehension strategies are thoughtful behavior that students use to facilitate their understanding.¹⁰

Connecting strategy is one of reading comprehension strategies which suggested by Keene and Zimmermann (1997) as well as Harvey and Goudvis (2002). Christie, Enz, and Vukelich¹¹ state that connecting strategy enables students to share their knowledge and experience into three types connection, namely text to self, text to world, and text to text.

Likewise, according to Tompkin,¹² by making connections, students recall similar experiences and make connections to these experiences when they write. Students can imagine the situation when they read an example of the text. Then, they can write the same types of the text with different experience. So that, students can write their own text after they read an example of the text.

Finally, seeing and paying attention to the urgency of students' problems in reading comprehension needs to be followed up comprehensively, as well as referring to connecting strategies that can help students to understand the text gradually. Thus, the researcher proposed a quasi-experimental study with the title The influence of

¹⁰ Afflerbach, P., Pearson & Paris. Clarifying Differences between Reading Skills and Strategies. *The Reading Teacher*, (2007) 61, 367.

¹¹ Christie, James F., Billy Enz, and Carol Vukelich, *Teaching language and literacy: Preschool through the elementary grades*. 2nd ed. (Boston: Allyn and Bacon, 2003), 57.

¹² Tompkins, E. Gail, *Teaching Writing Balancing Process and Product*, (New Jersey: Prentice- Hall, Inc. New Jersey, 2000), 77.

reading connecting strategy toward reading comprehension on recount text.

B. Identification of the Problem

Based on background of the study, the students' problems in reading comprehension at the eighth grade of SMP Nur el Bantany can be identified as follows:

1. Some students have poor understanding related to the topic of text;
2. Some students are unfamiliar with text types included its generic structure and language features;
3. Some students do not have sufficient vocabulary and grammar mastery;
4. Some students do not high motivation to read English text;
5. Students were unable to answer questions that asked them to find the main idea, understand implied meaning, determine the meaning of particular word, phrase, or sentence as well as make an inference.

C. Limitation of the Problem

Due to the researcher has many limitations in conducting this study such as time allocation, finance, and knowledge related to topic, as well as that this study must be completed on time. Thus, this study will be focused on the use of connection strategy to improve students' reading comprehension on recount text at SMP Nur El Bantany Kota Serang.

D. Statements of the Problem

Based on limitation of the problem, the researcher proposes research questions as follows:

1. Is there any influence reading connecting strategy toward reading comprehension?

E. The Objectives of the Problem

Referring to statement of the problem, thus the objective of this study can be described, they are :

1. To investigate the influence reading connecting strategy toward reading comprehension on recount text.

F. Significant of the Study

Commonly, this recent study has two significances namely: theoretical and practical significance. On one hand, theoretically this study is expected can give valuable contribution especially on the development theory of reading strategies and its implementation of connecting strategy on recount text at the secondary level in Indonesia context.

In contrast, from an educator's perspective, this research reveals insights into the eighth-grade students' comprehension of recount texts at SMP Nur El Bantany Kota Serang. In addition, it can be used as proof to improve the effectiveness of teaching and learning methods by finding

the best reading strategies, using powerful teaching materials, and creating an interesting learning space that leads to better learning outcomes. For fellow researchers, this study brings to light various factors or variables that could potentially impact students' reading comprehension in the context of recounting texts.

G. The Organization of Writing

In order to ease the readers, the researcher divides this study into five chapters, they are:

Chapter 1 is Introduction. In this chapter the researcher puts some points such as Background of the study, identification of the problems, limitation of the study, statements of the problem, objective of the study, significance of the study, and organization of the writing.

Chapter 2 is Theoretical framework. This chapter consists of previous study and some related theories such as reading comprehension, recount text, and connecting strategy

Chapter 3 is Research methodology. This chapter consists of the research method, place and time of the study, the technique of data collecting and the technique of data analyzing.

Chapter 4 is result and discussion. This chapter consists of data description, statistical and hypothesis testing, as well as discussion.

Chapter 5 is conclusion. This chapter consists of conclusion and suggestion.

H. Previous Study

Before writing this proposal, the researcher has conducted literature review especially related to the main topic, namely reading comprehension and recount text. Having searched in online journal system, the researcher found some studies who have few similarities but differences prominent points, such as:

The first is Rizki Nur Azizah¹³ with entitled: “*The Effectiveness of Cornell Note Taking Strategy to Improve Students’ Reading Comprehension on recount text (A Quasi Experimental Research at Second Grade of SMAN 6 Kota Serang)*”. The result of this research shows that the students’ reading comprehension on recount text who used Cornell Note Taking achieved better than those who does not use Cornell Note Taking.

The second is Uswatun Hasanah,¹⁴ with entitled “*The Effect of Using Shared Reading Strategy Toward Students’ Reading*

¹³ Rizki Nur Azizah, “*The Effectiveness of Cornell Note Taking Strategy to Improve Students’ Reading Comprehension: a Quasi Experimental Research at the Second Grade of SMAN 6 Kota Serang*”. (Serang: unpublished paper of UIN Sultan Maulana Hasanuddin Banten. 2023), ii

¹⁴ Uswatun Hasanah, “*The Effect of Using Shared Reading Strategy Toward Students’ Reading Comprehension on Recount Text: a Quasi Experimental Research at Second Grade of MTs Jabal Nur Cipondoh Tangerang*”, (Serang: unpublished paper of UIN Sultan Maulana Hasanuddin Banten. 2019), ii

Comprehension on Recount Text (A Quasi Experimental Research at Second Grade of MTs Jabal Nur Cipondoh Tangerang)". The finding of this study shows that using shared reading strategy can improve students' reading comprehension on recount text. It can be proven from the result of t-test where $t_t > t_0$ in degree of significance 5% that is $4.16 > 2.68$.

The third is Uswatun Hasanah, with the entitled "*Teacher Strategies in Teaching Recount Text*". The finding of this study discloses that in practice, teacher used project-based learning in teaching recount text. One of the advantages of project-based learning is it drills students to be more active, communicative, and creative learners.

The fourth is Shafa Aisyah Shabirah¹⁵, with the entitled "*Analysis of Students' Learning Styles in Reading Recount Text and Its Implication toward Their Achievement*". The main finding of this study reveals that students can understand recount texts well if they learn according to their learning styles and teacher accommodates it through the implementation of effective learning methods and challenging worksheets. In addition, this study also revealed that the auditory students have a slight advantage in student achievement from visual and kinesthetic students. This can be seen

¹⁵ Shafa Aisyah Shabirah, "*Analysis of Students' Learning Styles in Reading Recount Text and Its Implication toward Their Achievement: a Case Study at SMAN 14 Kota Tangerang*", Serang: unpublished paper of UIN Sultan Maulana Hasanuddin Banten. 2023),
ii

clearly from the mean score of reading comprehension test of 77 which exceeds visual (75.83), and kinesthetic students (71.67).

However, from the aforementioned studies there is no a single study who have conducted by a scholar who focused on measuring the effectiveness of connecting strategy to improve students' reading comprehension on recount text at the secondary level in EFL setting. Therefore, the researcher is very convinced that this study needs to investigate comprehensively in order to overcome the student's problems in reading comprehension at the eighth grade of SMP Nur El Bantany Kota Serang.