

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Context**

English teachers use a variety of teaching methods in every school. but ultimately, they all want their students to comprehend and master the subjects they are teaching. Of course, every English teacher has their unique style of explaining the subject to their students, just like when teaching reading comprehension. When teaching reading comprehension to 11th graders at MA Miftahul ulum Camplong, the English teachers first work with students to improve their vocabulary before dividing the class up into different groups and starting the reading comprehension task. This is done to make it easier for the student to talk about the topic and to make the most of the available time.

To support student's proper development, every teachers must be aware of their students reading skill. Considering that one of nations with the least interestin reading is Indonesia. According to Mrs. Idna, the English teacher of eleventh graders that researcher have interviewed, the eleventh graders never even won an academic competition in English. Unlike the tenth graders and the twelvth graders.

Vocabulary and reading comprehension are mutually supportive in their relationship. This close relationship can be attributed, in part, to readers' and listeners' ability to draw conclusions and identify themes within texts when they possess a deep understanding of word meanings. To put it simply, comprehension of even complex texts will be facilitated by a person's increased word and

meaning knowledge. The breadth of a person's vocabulary—their ability to apply their understanding of a term and its related words to comprehend what they are reading—is just as significant as their word knowledge. The range of language used in written text means that reading is a good way of expanding vocabulary knowledge, because written text contains rarer, less familiar words than conversation does. All children, even those who can decode fluently, benefit from being read aloud to as it provides access to these less familiar words, as well as providing a model for fluent reading and pronunciation.

Language is a need that people need to interact and communicate each others. In English, there are 4 main aspects that students must learn and master when starting to learn a language, especially English. The four aspects are writing, reading, listening and speaking. Reading is one of the skills that must be practiced right from elementary school so that students can understand the meaning in well-read texts. Reading is one of the fundamental abilities in learning English that students must master; by reading, students will get information and new understanding. Reading is a vital practice since it allows children to learn new vocabulary in English, particularly in writing, speaking, and listening. Reading skills also teach learners how to pronounce the words in a phrase in the book. Reading allows students to comprehend current conditions and scenarios. The learner will also engage in other tasks such as reading in various locations, reading some words, sentences, or passages. Students will gain information, knowledge, and ideas by reading. In reading comprehension, our ability to understand a text affects how students reason about the books or texts they read.

Reading comprehension itself is an activity to understand the ideas or ideas contained in each text from an article that we read in English. Reading comprehension is reading for the purpose of reading comprehension. Reading comprehension means taking a closer look at the reading material in order to be able to assess the status, value, function, and effects of reading. Comprehension is a reading process that builds comprehension.<sup>1</sup>

To understand a text, students are required to read carefully in order to conclude or find the meaning of the text. However in fact, students' reading skills are still low. This can be demonstrated by the fact that students find it difficult to understand the text of a reading book because they have limited reading comprehension. It is very difficult for them to find the main message of the text and to make inferences about the text. We know that reading text in English is different from reading text in Indonesian.

Based on a statement made by Mrs. Idna, the eleventh-grade English teacher at the school, and several open admissions from students in that class who claimed that despite their best efforts, reading English texts was extremely difficult for them. Researcher assume that the eleventh grader at MA Miftahul Ulum still have very low reading comprehension skills.

One of the most crucial abilities in learning a language is reading because it allows one to acquire new information and raises issues that require critical thought. However, a large number of Indonesian students have a distaste for reading due to a lack of enthusiasm and drive to read extensively, which results in

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<sup>1</sup> Pambudiyanto, N., Susila, I. W., & Sutiadiningsih, A. (2021). Peran reading interest dalam peningkatan reading comprehension pada perguruan tinggi vokasi penerbangan Kementerian Perhubungan. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 9(1), 58-65.

very low comprehension. No matter their level of proficiency, students must read. However, the majority of them struggle to understand the text's entire meaning, particularly when it comes to academic materials, which frequently contain lengthy paragraphs and a large number of unfamiliar words. This is because comprehension is a challenging process that requires prior knowledge from the students. Therefore, comprehension won't just happen if no strategies are used; rather, adopting strategies when reading will aid students in comprehending the material and resolving any issues or knowledge gaps they may have throughout reading activities, thereby improving comprehension.

Reading is done for the purpose of comprehension. Readers are not truly reading if they can read the words but cannot comprehend the content or make a connection with it. Active and purposeful, proficient readers are able to take in, evaluate, comprehend, and personalize what they read. Proficient readers actively process what they read. To make sense of the text and know how to get the most out of it, they draw on their experiences, knowledge of the world, morphology, vocabulary, language structure, and reading methods. As they read, they consider the organization of the text.

They are able to identify comprehending difficulties and the cognitive techniques to address them when they arise. A proficient reader can build a mental model of the text as they read thanks to these components. Teachers can be quite important in assisting learners in improving their understanding abilities. According to reading studies, teaching comprehension can improve students' ability to comprehend and retain what they read. Effective teaching can also

facilitate students' verbal and written discussions about what they have read with others.

Distinct factors can contribute to specific reading comprehension difficulties, and everyone may have a distinct cause. Students are still honing their foundational word reading abilities when they first learn to read. Because of this, their proficiency with word recognition is a key factor in determining their level of reading comprehension. Their ability to comprehend language becomes increasingly important as their word reading becomes more fluent. Students may read words slowly or incorrectly, which leads to poor reading comprehension. While certain students may have high word reading comprehension skills, others may struggle with reading comprehension due to underdeveloped language skills. Students studying English as a second language can genuinely excel at word reading. However, their limited cultural experience and understanding of word and idiom meanings may limit their prior knowledge, which may impair their comprehension.

Several studies have found that the variety of literacy education strategies has both a negative and beneficial impact on readers' comprehension ability. For example, Meida's study entitled "Students' Reading Strategies in Comprehending Academic Reading: A Case Study in An Indonesian Private Collage" states that distinct techniques are used by low and high competence students. Furthermore, the findings revealed that five factors influence students' reading comprehension: motivation, language ability, interest, textual features, and the function of the environment. With so many alternative strategies and methods for reading

comprehension, researchers believe that this needs to be examined and studied in order to determine which strategies are truly effective.

Previous research that employed a qualitative approach, case study theory, and reading strategies for student learning were similarities to this study. There are variations in the approaches used for data collection and analysis. wherein the researcher employed observation, documentation, and interviews to gather study data, whereas earlier studies used questionnaires, documentary studies, and interviews. In this study, descriptive qualitative research analysis was used to analyze the data. The data gathered from the Reading Strategies of Eleventh Graders will be analyzed by the researcher, who will also provide a plain-language explanation and a study report. While in earlier research, data reduction, data visualization, and conclusion drafting were used to assess the data.

Based on the explanation above, the researcher wants to examine what are the reading strategies used and what kind of difficulties from the eleventh grader students in MA Miftahul Ulum faced in comprehending english reading text with a proposal entitled “Reading Strategies Used by The Eleventh Graders of MA Miftahul Ulum Camplong Academic Year 2023/2024”.

## **B. Research Focus**

The focus of research is things that can be researched (tangible). Its characteristics are almost the same as problems in quantitative research, so that problems in research are called focus, namely a situation originating from a relationship between two or more factors that results in a situation that is confusing/raising questions, is situational tentative according to the actual

phenomenon, and requires solving or efforts to solve it or answer it. Based on the explanation above, researchers find the research problem as follows :

1. What are the reading strategies used by the eleventh graders of MA Miftahul Ulum in comprehending English reading text?
2. What kind of difficulties faced by the eleventh graders of MA Miftahul Ulum Camplong in comprehending English reading text?

### **C. Research Objective**

This section contains a description of the objectives to be achieved in the research. its contents are closely related to the focus or research problem that has been formulated.<sup>2</sup> Based on the research focus above, the researchers determining the research objective, as follows :

1. To find out What are the reading strategies used by the eleventh graders of MA Miftahul Ulum Camplong in comprehending English reading text.
2. To know what kind of difficulties faced by the eleventh graders of MA Miftahul Ulum Camplong in comprehending English reading text.

### **D. Significance of Research**

The significance of this research :

- a. For English Students : The results of this research can be used as evaluation material for the english students so that they can be more independent in learning about reading comprehension.

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<sup>2</sup> Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 38.

- b. For English Teachers : The results of this research can be used as evaluation material when carrying out tasks and functions of teaching and learning in reading comprehension material so that the class can be more effective and more optimal.
- c. For the next Reading Comprehension researcher : It is hoped that this research can be used as a reference for future researchers if they take the title about reading comprehension, especially in reading strategies section.
- d. For IAIN Madura : This study will be useful as an appendix to the documentation and overview of the IAIN MADURA library.

## **E. Definition of Keyterm**

### **1. Reading Comprehension**

Reading comprehension as a complex cognitive ability which requires the capacity in integrating text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation<sup>3</sup>.

### **2. Reading Strategy**

Reading strategies are effective techniques used in reading comprehension by EFL learners. In the educational system, many learners get difficult in reading materials and when readers read a new topic or text, the reader will try to make their own knowledge by

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<sup>3</sup> Lia Rosari dan Yan Mujiyanto, "THE EFFECTIVENESS OF KNOW-WANT-LEARNED AND COLLABORATIVE STRATEGIC READING STRATEGIES TO TEACH READING COMPREHENSION TO STUDENTS WITH POSITIVE AND NEGATIVE ATTITUDES," *English Education Journal* 6, no. 2 (2016): 33–41.



understanding the sentence of text even though they do not know the meaning word of the sentence<sup>4</sup>.

### 3. Eleventh Grade

A grade in education can mean either a teacher's evaluation of a student's work or a student's level of educational progress, usually one grade per year (often denoted by an ordinal number, such as the "3rd Grade" or the "12th Grade").<sup>5</sup> Based on the explanation about "Grade" the researcher conclude that "Grader" is a student who studying at that grade.

For the purpose of this study, researchers selected MA Miftahul Ulum's eleventh-grade students for the 2023/2024 academic year.

### 4. MA Miftahul Ulum

MA Miftahul Ulum is a senior highschool located in Lengser village, Sampang district and part of Annawawi Islamic Boarding School. This school is one of the many schools that includes reading comprehension in students's english class. there are 3 classes based on the grade namely tenth class, eleventh class, and twelfth class.

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<sup>4</sup> Elvi Susanti dan Fitriawati Fitriawati, "A Study on English Department Students' Reading Strategies at English Department UNP," *Journal of English Language Teaching* 9, no. 2 (3 Juni 2020): 376–83, <https://doi.org/10.24036/jelt.v9i2.108553>.

<sup>5</sup> "Grade (Education)," Psychology Wiki, accessed on 31 May 2023, [https://psychology.fandom.com/wiki/Grade\\_\(education\)](https://psychology.fandom.com/wiki/Grade_(education)).