

CHAPTER I

INTRODUCTION

This chapter highlights some points related with the topic under study. They are background of the study, research problem, research objective, definition of key terms, significance of the research, scope and limitation of the research.

1.1 Background of the Research

Language is very important in human life. We need language to communicate with our society. English, for example, is one of the languages that is used by many people in the world to communicate with others. That is why English has been approved as one of the international languages.

Most of the formal education in Indonesia use English as a foreign language. It is given as a compulsory subject from vocational schools up to the university level. It is taught as local content subject at elementary schools. Meanwhile, at Vocational School, English is learned in order to get meaning from a lot of reading passage with various genres or text types.

For many students, reading is by far the most important of the four skills in a second language, particularly in english as second or foreign language (Carrel, 1988: 1). Reading plays a particular important role in education. Not only does our education system demand alot of reading in the process of learning, it also tends to

use the capacity to read fluently as an indicator of more general intellectual ability (Bridley, 1994: 81). For that reason, the role of reading in language teaching should be emphasized because it is an important factor to get success in the target language.

Reading occupies a special place in the complexity of language skills, assume that all previously taught skill have been mastered even by the average of or bright students. Reading as one of the four language skills contributes a great part in acquiring the other skills. Reading comprehension in this study deals with the students' ability to understand reading texts. Grellet (1996:3) states that reading is the process of understanding a reading text. It means that when students read a reading material, they have to get the message from the material. In other words, students should comprehend the words, sentence, and paragraph to gain meaning from the text. In the reality, however, many students do not know how to read the printed materials comprehensively.

Most of the students are not successful in getting ideas presented in a reading text. Even, they failed to understand the message from the text. It might happen because the teacher do not really give much attention and effort to improve their student's skills in comprehending the text. They just read the text without understanding it. Sometimes it is difficult for the students to see what the main ideas of the text are or distinguish between important and unimportant information, the students might also have lack of motivation and concentration in reading English texts as a result, comprehending failure happens. The use the appropriate method for reading comprehension which can support the students to have greater efforts to understand the word's meaning, decide the main ideas and other aspects of

comprehending text is a necessity for better comprehension. Teacher should also be able to manage the class into an interactive and active classroom, the students should not only just listen to the teacher's explanation and filling the answer for the questions given by the teacher. Comprehension is probably the most misunderstood aspect of reading because it is so unlike speed, which can basically be attributed to eye movements. Based on the explanation above, we need to do something that can make the students comprehend the reading text and build their critical thinking of the text.

Questioning the Author (QtA) strategy is likely able to help the students to think critically about the text and help them to understand the message and information of the text. Questioning the Author strategy can help the students share and organize their ideas about the topic by queries and questions posed, help them to build their confidence, and give them help by connecting their background knowledge to the text they read. They can be more enthusiastic with the teaching learning process, because this kind of strategy allows them to build their own thoughts about the text. By getting the students' attention, it is hoped that they will be motivated more. Thus, this condition can be used in teaching reading a narrative.

Beck and her associates (1997) argue that a mental pressure of 'questioning the author' is an especially powerful strategy to help students adopt an inquiring orientation to texts (Buehl, 2009: 137). Questioning the author (QtA) focuses on a series of questions that one might naturally pose about any message we might receive, in any form. In contrast to most of the questions that typify student experience, a QtA disposition moves students beyond merely identifying information and instead engages them in considering the person writing to them and what that person has

attempted to offer them. An extension to this activity, elaborative interrogation, can help deeper comprehension even further. In addition, Klingner et.al (2007:114) give another input by saying that Questioning the Author strategy is an effective way for teachers to guide students in asking and answering worth-while questions about what they read. With this strategy the teacher has distinct goals and several queries that assist students in reaching those goals.

Considering all the statements above, the researcher is interested to conduct an experimental research to test the effectiveness of QtA strategy in comparison to the traditional strategy (read aloud) which is applied by the English teacher. Therefore, a research entitled “Improving the X C Students’ Reading comprehension by using Questioning the Author strategy at SMA 5 Jember in 2016/2017 academic year” is proposed.

1.2 Research Problem

Based on the background of the study, the problems of the research are formulated as follow:

“Is there any difference between students reading comprehension who are taught using Questioning the Author (QtA) and those who are taught using without QtA toward students’ reading comprehension of X C students of SMA 5 Jember in the academic year 2016/2017??”

1.3 Research Objective

Based on the problem of the research, the objectives of the research are formulated as follow:

“To know the significance effect of teaching reading by using Questioning the Author strategy in relation to the students’ reading comprehension at SMA 5 Jember in the 2016/2017 Academic Year?”

1.4 Definition of the key terms

It is very important to give operational definitions of the terms used in this research to avoid misunderstanding of the concepts between the writer and the readers. Operational definition of key term is the guidelines to notice the concept of the research problem. From explanation above, it can be concluded that it is necessary for the researcher to define some terms used in this thesis, so that both the researcher and reader will have mutual understanding, those terms are :

1.4.1 Reading comprehension

Reading comprehension is the ability to read written language at a good level of comprehension and understanding a text that is read, or the process of constructing meaning from the text. It refers to the ability of students to comprehend the content of the text.

Reading comprehension refers to the students’ scores from the result of their reading comprehension test. The test will be given after the students have been taught reading by using Questioning the Author strategy as the treatment.

1.4.2 Questioning the Author strategy

Questioning the Author is an activity that helps students understand, analyze, and elaborate on an author’s meaning and intent as they read a text. The purpose of

Questioning the Author strategy is to engage readers beyond the factual, surface-level information to help them understand that a text represents an author's ideas and attitude and help them to understand what the author is attempting to communicate.

1.5 Significance of the Research

The result of this research is expected to be useful theoretically and practically.

1.5.1 Theoretical Significance

The result of the research is expected to be useful as an input for English teacher to apply Questioning the Author strategy in teaching reading in order to enable the students to find the information or messages from the reading text easily as well as to enhance the students' reading comprehension.

1.5.2 Practical Significance

The treatment applied in this research is expected to give the students new learning experiences where they can be a critical reader with good comprehension of the reading text.

1.6 The Scope of the Research

The scope of this research is intended to confirm the significant effect of Questioning the Author strategy towards reading comprehension of the students. This research is conducted to the X C students of SMA 5 Jember in 2016/2017 academic year.