

CHAPTER I

INTRODUCTION

As an introduction, this chapter presents background of the study, statement of problem, study objectives, study significances, scope limitations and definitions of key terms.

1.1 Background of the Study

English has become a global language in various fields such as aircraft, technology, business, medicine, literature, as many more. As an international language, English has an important role in the world, because it is used by people to communicate with strangers. Not only for communication English language is also used by people to get more information about education, politics, economics, science, etc. Therefore, people in the world try to learn English.

In English language, there are four skills including speaking, reading, writing, and listening. All skills in English language have important roles, one of skill that has important role when learning English is reading skill. Reading skill plays important role when someone is trained to speak foreign language write words from reading texts. The other role of reading is that people can get information about new vocabulary and understand English in more detailed, Rahmany et al. (2013: 1238) said that Reading is a source of the information and a pleasant activity which must be learnt, because of its importance as a communicative and learning tool. Based on that

statement reading is a source of information, people can get many kinds of books, such as: Mathematics book, Economics book, Politic book, etc people not only can read books but also can read newspaper or magazines that there is much information about news that had happened. Therefore, reading is a pleasant activity because when people interesting to the text it makes them enjoy in reading.

Reading is a communicative activity that is interwoven between readers who get the message conveyed by the author in the form of writing. During the reading process, the reader extracts meaning from the text by utilizing prior knowledge by using effective reading comprehension strategies. (Javed, et.al, 2015: 139). In accordance with the explanation above, if people read a foreign language text and they cannot understand the meaning of the text, they can utilize the previous understanding of the meaning of the text, it is called a reading comprehension strategy. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek 2012). It can be said that means that the readers must understand and be able to get information from the text. Qanwal and Karim (2014: 1019) state that reading is the main source of input that can be understood in language learning, and recognizes it as the most needed skill for serious students to use. From that statement, reading as the main source for understanding language learning, reading is a skill needed by students.

The ability to read is very important for students to understand reading. Through the extensive reading students are expected to get the right information. By

extensive reading readers can enhance reading skill and knowledge. Therefore, reading comprehension has a broad role, because when people read they must understand the meaning of the reading text.

In extensive reading, students are still silent reading many in the amount of materials. This material is usually at a level that allows students to get at least a fair understanding of what they read without the help of outside (Aliponga, 2013). In addition, Mikelazeze, (2014: 20) says that extensive readings are for a common understanding which means understanding the reading material less than 100%. Al-Houdoud & Schmitt (2009: 398) showed that in Saudi Arabia, participants who read extensively have a positive attitude to reading to compare intensive reading groups. Al-Houdoud & Schmitt (2014: 398) conclude that students love better class exercises (from intensive reading abilities of their part), and compared with intensive groups, they have much higher opinion of the book used in their approach. This positive view is important because students in broad reading groups are more likely to continue to read their own in English.

Reading is curriculum in English Department. English Department requires students to take reading courses including pre-intermediate reading, intermediate reading, pre- advanced reading, advanced reading and extensive reading. Extensive reading subject take by students in sixth semester. Extensive reading subject train to students to multiply reading activities from various sources but students must understand the readings.

Learning strategy is very important in extensive reading. If students read a foreign language and they cannot understand the meaning of the text, it means students need way to understand the text. Students needs learning strategy in extensive reading to make their learning more easy to understand the text from various source.

As Deshler (1992) as cited in Freeman (2004) that learning strategy is an individual's way of organizing and using a particular set of skill in order to learnt content or accomplish other task more effectively and efficiently in school as well as in nonacademic setting. Learning strategy is an individual's way of learning. Learning strategies are steps taken by students to improve their learning. Active use language learning strategies help students to control their own learning by developing language skills, increasing self-confidence and motivation in the learning process. Strategy instructions improve self-learning and independent learning of students and help students to be responsible for their own learning. More strategies are used by the students, the more students feel confident, motivated and have self-efficacy. (Shi 2017: 24).

Based on the explanation above the researcher conducts the research with the title “A Study on Learning Strategy used by Student in Extensive Reading Muhammadiyah University of Ponorogo Academic Year 2019”

1.2 Statement of Problems

1. What are the learners' strategies in comprehending the text in the extensive reading subject at University Muhammadiyah Ponorogo?
2. What are the impacts of applying the strategy in comprehending the text in the extensive reading subject at University Muhammadiyah Ponorogo?

1.3 Purpose of the Study

1. To find out the learner strategy in comprehending the text on the extensive reading subject.
2. To identify the impact of applying strategy in comprehending the text on the extensive reading subject.

1.4 Significance of the Study

The researcher hopefully this research will useful for:

a. The Students

The results of the of this research can give contribution to enrich students reading comprehension in the extensive reading subject at University Muhammadiyah of Ponorogo

b. The Lecturer

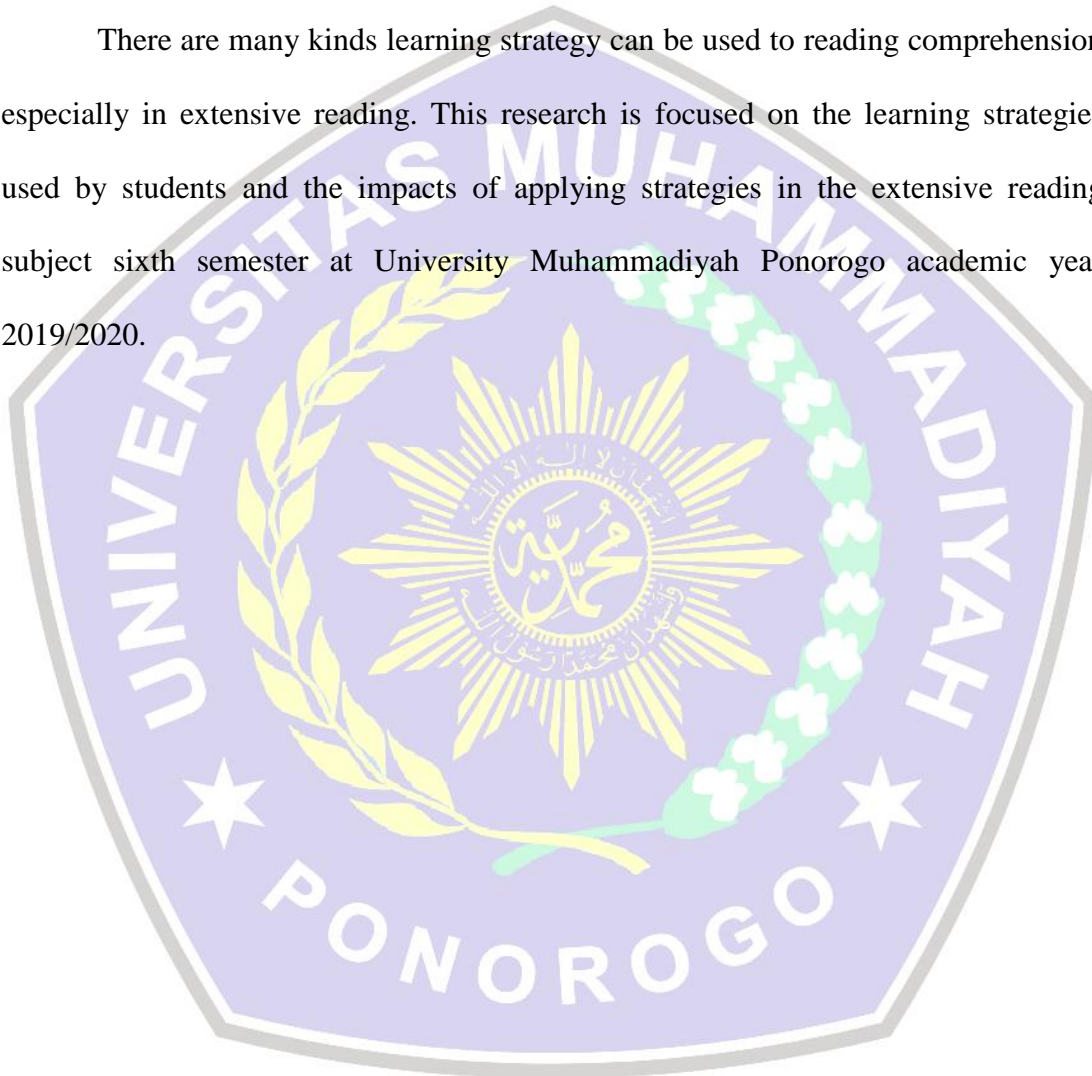
From this research can help the lecturer knowing the learning strategies used by students and the impact of applying strategy in the extensive reading subject.

c. The Researcher

This research hopefully can be useful for future researchers.

1.5 Scope and Limitation

There are many kinds learning strategy can be used to reading comprehension especially in extensive reading. This research is focused on the learning strategies used by students and the impacts of applying strategies in the extensive reading subject sixth semester at University Muhammadiyah Ponorogo academic year 2019/2020.



1.6 Definition of Key Terms

This study uses the definitions of key terms in this research as follows :

Reading Comprehension :Reading comprehension is the process of constructing meaning by coordinating number of complex process that include word reading and world knowledge, and fluency. (Klingner 2015:2)

Learning Strategy : Learning strategy are steps taken by students to enhance their learning. Strategies are especially important for language learning because they are tools for active, self directed, involvement, which is essential for developing communicative competence. (Oxford 1990:1)

Extensive Reading : Read lots of books (or longer text segments) without focusing on training in class that can test comprehension skills. (Nunan 2003: 72)