CHAPTER I
INTRODUCTION

In this chapter, the researcher displays some the essential sub-topics which are research background, research problem, problem limitation, research objectives, research benefits, definition of terms.

1.1 Research Background

Language Learning is one of pivotal knowledge that must be mastered by learners, especially English Language. The current phenomenon mentions that English learning either in school and university level has significant role in Indonesia. It emerges an estimation that every learner must comprehend all of skill in English language well. These skills are reading, listening, writing and speaking. Because, teacher has an obligatory to provide the learners to be able compete globally nor internationally. According to Lauder in Afdaleni (2013), delivering English Language to the learners has some beneficial which are to help the development of the state and nation, to build relations with other nations, and to run foreign policy. In other words, language learning particularly English Language is important subject that must be mastered by learners.

Due to the fact the importance of English language, learners are demanded to be able to apply every skill in English Language in daily activity nor in academic performances, particularly in reading skill. Reading is one of basic skills in English language learning. Because, before the learners are able to produce English language
in written and spoken form, they must comprehend reading skill well. According to M. Sanclon, L. Anderson & M. Sweeny (2010), reading is a complex process that requires to learner in analyzing and interpreting the text based on variety of sources information. In other words, reading is an activity in which is not only involves the interaction between the reader and language but also how the way the reader analyze and interpret the information.

Being able to read in university level especially at 3rd semester is different from other levels. Normally, the category of being able to read is linked to what the learners are able to read the text fluency. However, in university level, reading ability is more complex which is addressed on how the way the learners make sense about what they read and how the way they comprehend the text. Reading ability in university level needs a complex process such as; analysis and interpretation process. On other hand, the learners knowledge will be sharper and worldwide through reading in order to comprehend English language. Hence, researcher realizes that learning of reading in university level is crucial thing to be discussed.

In fact, learners discover some problems during reading process. Obviously, that problems will hamper learner in understanding the text. According to Westwood (2008), the beginning reader has a little bit ability to recognize words, therefore he/she just dependent on guessing words and using clue from the picture. Then, McNamara (2009) states that the learner may not be able to read the words clearly and the learners may understand each word and even each sentence, but they could not understand the content of text because learners failed to merge the sentence and
the meaning. In addition, based on the researcher experience in following reading class at 3rd semester, reading activity is seemed passive and boring activity. Because, learners only took action if the teacher asked to the learner and also most of learner did not try to be active in class participation. Therefore, the use of strategy in reading activity is essential thing in order to overcome the problems also to make reading activity is easier.

Learning strategy particularly reading strategy is necessary to be implemented by learners in order to assist them when they face some problems. And also the use of reading strategy also can make learner improve their reading ability. For instance, based on Ismail’s research (2013) it is clear that cognitive and compensatory strategy can be highly effective for reading comprehension. Then, Afdaleni’s research (2013) states that the use of metacognitive strategy of both successful and unsuccessful learners was the highest level but of the different average score, whereas the use of memory strategy was of the lowest level and different average score. Due to both of previous studies, the researcher indicates that all of reading strategies are good. In other words, there is no best reading strategy. As master of a fact, every reading strategy must have advantages and disadvantages. Hence, the learners are allowed to employ any kinds of reading strategies as long as that strategy is fit to the learner’s need.

In using of reading strategy, learners sometimes are confuse to use appropriate the strategy. And High achievers in reading class are considered as the learners who have high capability in comprehend reading skill. Therefore, it turns up an overview that high achiever must employ a certain reading strategy in order to solve the reading
problems. Burrow. J & Dooley et.al (2012) state that high achiever is addressed for those who got strong GPA or good mark. That statement means that learners who is considered as high achievers in class can be seen from GPA result. Then, researcher will examine what reading strategy that is used by high achiever at 3rd Semester. Therefore, researcher expects that the result of this research can be reference for other common learners to employ reading strategies as same as high achiever. Thereby, for further condition other common learners are able to settle the reading problems by using reading strategy which is employed by high achievers.

1.2 Research Problems

1. What are strategies used by high-achievers in reading class of 3rd semester of English language Education Department at University of Muhammadiyah Malang?

2. How is the implementation of strategies used by high-achievers in reading class of 3rd semester of English Language Education Department at University of Muhammadiyah Malang?

1.3 Problem Limitation

In this research, researcher makes the scope and limitation obviously. The scope of this research will be explained as follows :

1. Strategies that is used by high-achievers in reading of 3rd semester of English Department at University of Muhammadiyah Malang.

2. The implementation of strategies used by high-achievers in reading of 3rd semester of English Department at University of Muhammadiyah Malang.
In other words, in the scope of research, researcher just focuses on research problem. Then, due to the limitation of this research, researcher will bound in some limitation which are limitation of research participants or subjects, research venue, research time consuming, and limitation of theory. Firstly, in limitation of research participants, researcher uses 10 participants from 10 reading classes which are A, B, C, D, E, F, G, H, I, J class in this research. The chosen of participants in this research are based on the reason that the result of this research does not to be generalized for all high achievers in 3rd semester. It means that, researcher uses high achievers of 3rd semester in different classes. According to Yin (2011), “participants are the people who are subjects of qualitative study (alternatively referred to in the literature as “members”). Hence, the use of participants in this research are also same with the subject of the study. Then, to obtain the data of this research, researcher finds the data based on data in English department office. Second, in limitation of researcher venue, researcher chooses University of Muhammadiyah Malang particularly in reading class at 3rd semester. Third, in limitation of research time consuming, researcher makes a standard that maximal time in executing research is 1 month. Lastly, in limitation of theory, researcher uses theory of reading strategy belongs to McKown, B.S & Barnett, B.S (2007), Nguyen (2013), Duke & Pearson (2002).

1.4 Research Objectives

1. To describe strategies used by high-achievers in reading of 3rd semester of English Department at University of Muhammadiyah Malang.

2. To find out the implementation of high-achievers in reading of 3rd semester of English Department at University of Muhammadiyah Malang.
1.5 Research Benefits

Due to this research, researcher has a lot of expectation for anybody who use this research.

1. Firstly, the researcher expects this research could give a profit for the learners in getting knowledge about what appropriate reading strategies in English Language learning and also they can apply the research finding to improve their achievements in reading comprehension especially.

2. Second, the researcher hopes that this research could give a solution for the teachers or lecturer in order to settle the learner’s problem in reading activity. Therefore, the teachers or lecturers could share this research finding for their learner.

3. Third, this research could be as new references for the next researchers. Moreover after this research have done, the next researcher could put the research finding in the experimental research.

1.6 Definition of Key Terms

1. Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information (M. Sanclon, L. Anderson & M. Sweeny (2010)).

2. Strategies are specific methods of approaching a problem or task, modes of operation for achieving particular end, planned designs for controlling and manipulating certain information (Brown (2000)).

3. High-Achievers are succinct way to identify a high-achieving student is by his or her strong GPA (Burrow, J., Dooley, M., Wright, T., DeClou, L. (2012)).