

Chapter One

Introduction

This chapter contains the background of conducting this research, statement of the problem, limitation of the problem, the research questions, the research purpose, significance of the research and outline of the research.

The Research Background

Nowadays, students do not only receive and store the knowledge from teachers to achieve the learning improvement but they are required to be independent learners in their learning process. To be independent learners the students have to master all of the skill especially receptive skill that is used to gain and obtain the knowledge because as independent learners they are responsible for their development and success in learning. In the learning process improvement the students needs both listening and reading skill but the reading is highly demand for their learning process. Grabe and Stoller (2001, p.187) stated that reading is one of the inevitable mediums for independent learning, whether the goal is for performing better on academic task, learning more about subject matter, or improving language abilities (cited in Demiroz, 2010, p.81). Thus, the independent students need the reading skill in their learning process.

Similarly, the students of English Education Department at Universitas Muhammadiyah Yogyakarta (UMY), as independent learners, are required to master reading skill in order to obtain the information and knowledge that they need in learning process. Good mastery of reading skill refers to the ability to read effectively

and to comprehend English text accurately. Good mastery of reading skill is necessary for the English department students of UMY because they have to access textbook and other reading materials outside the classroom to facilitate their learning process in order to achieve learning improvement. Furthermore, most of textbooks and resources of knowledge and information' are published in English. Therefore, the learners are highly needed to improve their reading skills in order to achieve learning improvement.

In reading process, the students should understand the text that they read. Comprehension means to understand the text in the whole text comprehension in order to get the messages or the ideas that writer puts into it. It does not only to know each word in the text but it needs one-text comprehension. So that, the learners can improve their knowledge and can achieve improvement in learning. Comprehension is the product of reading. Even, some literatures stated that the comprehension is the goal of reading process. However, reading in L2 (second language) is not as smooth as reading in the L1 (first language). Students are limited by their knowledge of vocabulary, sentence structure, and the grammar knowledge, whereas, those knowledge are very essential in comprehending English text. Day & Bamford (as cited in Chawwang, 2008) stated that students need both vocabulary knowledge and linguistic knowledge in second language or foreign reading.

Related to the vocabulary, sentence structure, and grammar some students in English Education Department of Universitas Muhammadiyah Yogyakarta (UMY) also faced these problems. Based on the researcher experience and the data from an informal interview with several students of EED UMY, the students stated that they

faced difficulties in the vocabulary, grammar, or structure of the written text. They easily gave up reading when they facing the problems. In fact, the difficulties can be minimized by using strategies.

Therefore, the researcher was interested in conducting the research about the problems faced by the English department students of UMY in comprehending reading texts and the strategies employed by the English department students to solve the reading problem.

Statement of the problem

Based on the explanation above, the EED students have problems with reading English texts. Some of them face difficulties in comprehending English texts. The problems deal with vocabulary, the confusing grammar, or written structure of the English text. If those problems are not solved then it will cause many other problems for the students especially in learning process. They might easily give up when face the problems in reading. As the consequences, they will leave behind the other and they cannot make the improvement through their learning for instance, when they are given the task and should understand the materials in lectures but they cannot understand it. In fact, those problems can be minimized by the using of appropriate strategies in reading. Strategies play an important role in reading comprehension because they can facilitate the readers to read effectively in order to achieve successful comprehension. Even, some strategies may or may not facilitate to the successful comprehension because different task might need different strategies, thus, the learners should be more aware of compatible strategies that they are going to

use in the tasks. There is no good or bad strategies but strategies have the potential to be effective strategies.

Limitations of the problems

This research will identify the problems encountered and the strategies used by the EED UMY students in comprehending the English text. To make this research feasible, this research has some limitations. Firstly, this research only focuses on the problems encountered by the students in reading English academic text only. Second, this research only focuses on the problems that are encountered by the students and the strategies that have been used by the students of English education department only and it takes the student of batch 2010, 2011, and 2013 of Universitas Muhammadiyah Yogyakarta. Actually, every student have their own problems and strategies in comprehending the English text. The third, the researcher gather tha data by means of the interview only.

The Research Question

The problems of this research are formulated as follows:

1. What are the problems encountered by the EED students of UMY in reading academic text?
2. What are the strategies of the EED students of UMY in reading academic texts?

The research Purpose

Based on the research questions above this research aims:

1. To identify the problems encountered by EED students UMY in reading academic texts.
2. To identify the strategies used by EED students UMY in reading academic texts.

Significance of the research

The researcher hopes that this research will give benefits for the following parties, namely the researcher, students, teachers, and the institutions.

The first is for the researcher. This research will give benefits for the researcher as a student and prospective teacher. It will make the researcher more aware of the problems faced in reading and then can apply appropriate reading strategies to overcome those problems.

The second is for the students. Since every student has different problems and strategies in reading English text, this research aims to give some information which is hope to be able to give new ideas of reading strategies for student, so that they can apply them. It also intended to encourage the students to be more aware of the problems in reading English texts and several strategies that can be applied appropriately.

The third is for the teachers. This research also intends to give the information for the teachers about student's problems and strategies in reading English texts. It is hoped that by reading this research paper they could obtain more

information on the student's problems and strategies in reading English texts.

Moreover, they can guide their students in applying the reading strategies that can help them comprehend and solve the problem faced by the students in reading English texts.

The fourth is for future Researcher. This research hoped can encourage the future researchers to continue this research into deeper study. Besides that, the researcher also hope that this research will be able to help future researchers for further research on the topic of the usage of reading strategies of EED students, it is hoped that this research can provide some information that can be valuable for the supporting their research as a reference.

Outline of the Research

This research consists of five chapters and each chapter has sub-chapter, they are as follows:

Chapter one is about the introduction of the research. This chapter consists of the research background, statement of the problem, limitation of the problems, the research questions, the purpose of the research, significance of the research and the last is outline of the research.

Chapter two discusses about literature review that consist of the theory about reading definition, reading comprehension, reading problems and reading strategy, review of related studies then conceptual framework.

Chapter three, discusses methodology on how this research was conducted. This part consists of research design, research setting, research participant, then, data collection method, and data analysis.

Chapter four is finding and discussion toward collected data. This part consists of the data description, findings, and discussion.

Chapter five concludes the research and provides recommendation of the research. This conclusion answers the research question of the research. And also recommendations are added in the end of this research to obtain the solution.