

CHAPTER 1

INTRODUCTION

1.1 Problem Background

Students do their reading by using various strategies that they need to acquire information and knowledge from the reading passage. It is also applicable for the Health Analyst Department students who need reading strategies to acquire knowledge according to their specific needs. They need to be able to comprehend their target texts.

The students need to know what reading strategies are really needed in their reading activities. Their getting meaning and decoding unfamiliar lexical items are important for them in comprehending the target texts accurately. The students need to be able to choose which strategies benefit their reading activities in class and the laboratory. However, the students still have some difficulties when they do reading activities in the form of English written texts. They need more time and practice to have the ways of finding meaning in English written texts.

Reading is a learned behavior. Reading is not acquired directly in some learning activities, but it needs more time and practice. Reading involves interactive learning activities. It involves behavioural learning aspects such as conscious and unconscious changes in knowledge, awareness, skills, and attitudes (Kurzweil & Scholl, 2007). Reading is very necessary to widen the mind and to gain the understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of language (Patel & Jain, 2008).

Brown (2000) distinguishes second language acquisition field into learning strategies and communication strategies. Learning strategy-perspective brings the concept of how to input, to process, to store, and to bring back messages. The perspective of communicative strategies brings the concept of producing, expressing meaning, and delivering messages to others. Reading is not a simple activity but it is a complex one to acquire information and apply in full understanding (Adam, 1999).

Grabe (2002) states that nine natural dilemmas influence second language reading abilities. First, the differences between second language situation and first language reading contexts encourage in many overlapping areas: phonological awareness, orthographic knowledge, word recognition, sentence processing, exposure of reading, morphological knowledge, and so on. Second, the different assumptions of generative linguistics lead to second language acquisition ways on how language is acquired rather than learned. Third, the difference between the contribution perspective and awareness of the formal language aspects and genre structure encourages readers in comprehending and inferencing. Fourth, students find difficulty in second language vocabulary recognition for developing extensive reading. Fifth, the social-culture context strongly influences in their reading. Sixth, the supports of developing reading are separated from the importance of extensive pleasure reading. Seventh, students find difficulties in using appropriate reading strategies to develop the ability on different reading purposes and tasks. Eighth, a number of problems associate with the schema of acquiring information from reading text. Ninth, second language

reading changes academic learning paradigm from how reading is to be made to learning to read and reading to learn other information.

Reading English written texts is quite difficult for Indonesian students because they have different situation or culture backgrounds in comprehension. Indonesian students in the beginning of reading activities have difficulties in acquiring knowledge of words (vocabulary), understanding sentences, and understanding passages. Patel and Jain (2008) state that reading is not only a source of information and a pleasurable activity but also a means of consolidating and extending one's knowledge of the language. Anderson (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Joseph (2002) states that reading is a complex act. It is complex because written language is an abstract representational system of communication. Becoming literate is not a natural process but rather one that needs to be cultivated through various experiences. Nunan (1991) states that reading is an individual's activity which is related to cognitive and perceptual abilities, how it can interface with memory each other. Adams (1999) views reading as the perceptual and cognitive processes activity for the acquisition or comprehension.

The writer took two previous researches based on Mokhtari and Sheorey' (2002) research to measure the adolescent and adult ESL students' metacognitive awareness and perceived use of reading strategies while reading academic materials. Madhumathi and Ghosh (2012) investigated reading strategies Indian university students, a relationship between second language reading proficiency and reading strategy use, and a significant difference in strategy use associated

with gender. Karbalaee (2013) investigated the relationship of Iranian EFL learners' reading strategy use and their reading achievement performed in their reading comprehension test. The writer also took the previous research based on Oxford's (1989) strategy inventory for language learning (SILL). Santiana (2009) investigated students' reading strategies and their reading comprehension of the third grade junior high school in Ciamis ,West Java Indonesia, by using reading strategies inventory (adopted from Oxford (1989) SILL version 7.0) and reading comprehension test.

The awareness of reading strategies is important for college students to develop their academic and intellectual skills. The two previous researcher had studied the relationship of students' reading achievement or proficiency and 3 (three) reading strategies in comprehending academic reading materials with Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT). The one previous researcher had studied the research of correlation between 12 (twelve) students' reading strategies and reading comprehension with reading strategies inventory (adopted from Oxford (1989) SILL version 7.0) and reading comprehension test. Thereby, the writer wants to indentify reading strategies and reading comprehension as well as to study the correlation between reading strategies and reading comprehension of the Health Analyst Department students with Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT). Besides, the writer has the desire to develop the students' reading strategies in comprehending laboratory procedure manuals and laboratory equipment instructional manuals.

1.2 Statement of the Problem

The writer conducts this research to reveal the correlation between the Health Analyst Department students' reading strategies and their reading comprehension. The problem statements to answer are:

1. What reading strategies are used by the Health Analyst Department students in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?
2. What reading comprehension is acquired by the Health Analyst Department students in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?
3. Do students' reading strategies of Health Analyst Department students correlate with their reading comprehension in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?

1.3 Hypothesis

My alternative hypothesis (H_a) in this research is the Health Analyst Department students' reading strategies in comprehending laboratory procedure manual and laboratory equipment manual and their reading comprehension achievement have positive correlation.

1.4 Scope and Limitation of the Study

This research was held to study the correlation between reading strategies and reading comprehension of the Health Analyst Department students. This research was held in March up to June 2013. The study was limited only to the

Health Analyst Department of Surabaya Health Polytechnic Health Ministry
(Jurusan Analis Kesehatan Politeknik Kesehatan Kementerian Kesehatan
Surabaya).

1.5 Significance of the Study

This research is expected to refine, revise, or extend existing knowledge in the area under exploration, namely in the field of reading strategies and reading comprehension at the Health Analyst Department. This research is expected to give in-depth description of students' reading strategies and reading comprehension. This study will give contribution to the teaching of reading and reading classroom activities.

This study is important and needed for several reasons. First, a gap exists in reading strategies where the perspective among students is not quite understandable to acquire their need for specific purpose.

Second, this research is focusing on qualitative findings to gain an in-depth understanding of how reading strategies in reading texts is experienced by the students at the Health Analyst Department.

Third, reading strategies is essentially needed for the students at the Health Analyst Department. Fourth, this research will not only give contribution to the knowledge of reading strategies, but also provide information to Health Analyst professionals and teachers about how to apply reading strategies in comprehending laboratory procedure manuals and laboratory equipment instructional manuals. Finally, this study will provide information for future researchers who wish to study reading strategies.

1.6 Theoretical Framework

The writer uses some theories which underline the research theoretical framework of correlation between reading strategies and reading comprehension. The three important points of reading strategies for reading comprehension are (1) strategies help to improve reading comprehension as well as efficiency in reading; (2) students will be expert readers in reading by using strategies; (3) strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text (Janzen, 2002).

1.7 Assumption

If students do some reading activities, they will use the different reading strategies in comprehending laboratory procedure manuals and laboratory equipment instructional manuals. The reason why the writer intends to study the correlation between reading strategies and reading comprehension is based on the assumption that if students use a specific reading strategy, they will acquire reading comprehension.

1.8 Keyword Definition

1. Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. (Meneghetti, Carretti & De Beni, 2006)

2. Reading strategies are deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text (Afflerbach, Pearson & Paris, 2008).