

CHAPTER I

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1.1 Background of the Study

There are four language skills in the teaching of English as a foreign language, they are listening, speaking, reading, and writing. Reading is one of the four language skills that has the biggest portion in the learning teaching activity. As Wood (1980 : 2) says that reading is the most important skill to teach since the majority of students who learn English as a foreign language may never speak English, but most of them still have to read English. Having the same opinion, Williamson (1988 : p.7) states that reading is good for better acquisition since it promotes better spelling, better writing skill, higher reading comprehension, and more advanced vocabulary.

The success of reading can be achieved by having the ability to understand and comprehend the reading text fully. As Wood (1980 : 4) says that in reading , the reader should know the explicit ideas, the detailed information, the implied meaning, and also the author's intention. Reading in college will be different from the one that students have in Senior High School. In college students will find more kinds of reading materials such as reports, journal, articles, essays, advertisements, and editorials. Because of such various reading materials , reading then demands more skills to students. It doesn't only consist of understanding and comprehending, but also includes prediction of upcoming ideas, generation of ideas, evaluation, judgment, and problem solution.

In other words, a reader can not just move his/her eyes across lines of print and then accept all written information directly. He/she needs to understand and evaluate what is read. However, in fact, the writer realizes that most college students who study English as a foreign language ignore the truthfulness of what is read. They just read the passage, try to understand the literal meaning and then accept all the information in text as fact. This is because most students believe that the key to reading is just learning how to decode words. They don't learn how to comprehend what they read, how to make inferences, how to give response, or how to make judgment about the text. As a result, those students have problems in expressing their own ideas about the text, understanding the author's implied meaning, and can not judge the content of the text whether it is worth reading or not. This may not be a problem if the author writes the text based on the real evidence that can be accounted for truth. However, authors are humans. They can make mistakes, exaggerate, over generalize or sometimes just include their influences or emotion in writing a text without considering the truth of what they write. These authors just want the readers to know and accept their ideas, opinion, or arguments. If readers just read and correct the ideas of the text directly, it won't be impossible that those readers have a wrong perception on something.

Based on this condition, the writer suggests, in this study, a reading technique namely Critical Reading that is considered as a good way to help college students improve their reading ability in studying English as a foreign language.

1.2. Statement of the problem

Based on the background above, the writer wants to design a reading technique namely critical reading then see the effect of this technique on the students' reading achievement and on the types of questions. Thus, in this study, the writer have two major problems and some minor problems. The major problems are :

1. "Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique ? "
2. " Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the types of questions given ?

From the two major problems above, the second problem has some minor problems :

1. " Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the knowledge questions given ?"
2. " Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the comprehension questions given ?"

3. “ Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the application questions given ?”
4. “ Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the analysis questions given ?”
5. “ Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the synthesis questions given ?”
6. “ Is there a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the evaluation questions given ?”

1.3 Objective of the study

Based on the above statements, the objectives of this study are :

1. To see whether there is a significant difference in the reading achievement of the fifth semester English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique.

2. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to the type of questions given .

This second objective is divided as follows :

1. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to knowledge questions given.
2. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to comprehension questions given.
3. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to application questions given.
4. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to analysis questions given.

5. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to synthesis questions given.
6. To see whether there is a significant difference in the reading achievement of the English Department students taught using Critical Reading Technique and the students taught using Traditional Reading Technique as related to evaluation questions given.

1.4 Hypothesis

There are two kinds of hypothesis that can be drawn from the two problems above.

1. The Hypothesis for the first problem is :

HA / Alternative Hypothesis : It is said that there is a significant difference between the reading achievement of the English Department students taught using Critical Reading and Traditional Reading Technique.

However, this alternative hypothesis is only the prediction that the writer made before the data is collected, so the null hypothesis is the opposite of it.

H0 / Null Hypothesis : It is said that there is no significant difference between the reading achievement of the English Department students taught using Critical Reading and Traditional Reading Technique.

2. The hypothesis for the second problem is :

HA / Alternative Hypothesis : It is said that there is a significant difference between the reading achievement of the English Department students taught using Critical Reading and Traditional Reading Techniques as related to the type of questions.

The opposite hypothesis for this alternative hypothesis is :

H0 / Null Hypothesis : It is said that there is no significant difference between the reading achievement of the English Department students taught using Critical Reading and Traditional Reading Techniques as related to the types of questions.

1.5 Significance of the Study

The results of this study are expected to be useful for both student and teacher. For the student, the application of this reading technique is expected to be able to help them to improve their ability in mastering reading texts and enable them to give response or judgment about the text. While for the teacher, this technique may improve his / her way of teaching reading for intermediate or advanced learners.

1.6 Limitation of the Study

This study is limited on the teaching of reading comprehension using a certain technique, that is Critical Reading for the fifth semester English Department students of Widya Mandala University. This is because this technique is more suitable for advanced learners who have acquired

enough vocabulary and have got some reading subjects. The writer will take three groups from the fifth semester students of the English Department of Widya Mandala University of the school year 1995 - 1996. One group as a pilot group, another one as an experimental group, and the other one as a control group.

1.7 Definition of key terms

In this part, the writer defines some key terms used in this study, they are:

1. **Reading comprehension** is reading with full understanding to obtain maximum comprehension of a text. To show an understanding, the readers should be able to re-express and to give response to the content of the text.....(Smith and Robinson, 1980 : 205)
2. **Schema or schemata** are functions in the brain that store, infer, interpret, organize and retrieve information in the past and connect it to the present information in order to get an overall understanding....(Swaby, 1989 : 186)
3. **Critical Reading Technique** is a reading technique that encourages readers to express their own opinion or judgment about the text and enables them to comprehend the text more deeply through interpreting, evaluating, and reacting(Robinson, 1978 : 126)
4. **Advanced Learners** are ones that have greatly developed in acquiring something in front of or beyond the elementary or introductory
(Heilman, 1981 : 34)

1.8 Organization of the study

This study consists of five chapters. The first chapter discusses the background of the study. The second chapter deals with some related literatures that support the writer's study. The third chapter, the writer presents methodology of the study. While in the fourth chapter, the writer elaborates the data analysis and findings. And as a conclusion in chapter five, the writer gives conclusion and suggestions of her study.