

## CHAPTER I

### INTRODUCTION

#### A. Background

English has been become an important language in education field, not only in the universities, but also in primary and secondary schools in Indonesia and other developing countries. Because of this situation, people realize that teaching English becomes very important and needs much concern. As English teachers, especially in the university, there are need to explore effective techniques, methods, and approaches to improve their students' ability in learning English.

In the English education field, there are four important skills in learning the language. They are listening, speaking, reading, and writing. Among those four skills, reading is one of the important skills in learning the language besides speaking, writing, and listening. Reading is an interaction process between the reader and the text. In reading activity, the reader has to be active in reading process to catch the point and construct the meaning from the written text. Reading gives many advantages because they can receive more information, pleasure, and general understanding after reading.

A process of reading can not be separated from comprehension because the goal of reading is to understand the meaning of the text. This goal is absolutely necessary, as it is the most important part of reading ability. Reading

would be successful if the readers comprehend the text well. Therefore, comprehension becomes really important for the reader to be mastered.

The purpose for reading also determines the appropriate approach to reading comprehension. Elley (1991) reported that the students developed “very positive attitudes toward books as they raised their literacy levels in English.” A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizers listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses.

The first semester students of English Education Study Program of Tanjungpura University had problem in comprehending text. They had limited prior knowledge about the content being read or limited vocabulary mastery. They also were not aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read. Moreover, they had difficulty in determining what information is important in written passages. All those problems lead to confusion during reading and in class discussion about what is being read.

Effectively addressing these factors affecting comprehension may require the use of various teaching techniques. One technique can be used is problem posing. Problem posing is one of the technique that is used to help the students in reading comprehension with the way that the students are given a reading text and asked to make some questions from the text paragraph to paragraph by reading the text, the students ask to answer those question again. Problem posing most often takes place in university settings. Posing the problem to students for discussion can be an effective tool for curriculum renewal, especially in difficult teaching learning circumstance (M.J. Schleppegrell and Brenda Bowman, 2008). Problem posing technique can be a method to support the application of teaching reading.

In problem posing technique, the students should do these following steps, they are: surveying, reading, questioning, and reciting. Surveying is done before reading in order to know what topic they are going to read. After surveying the text, the students should read the text given in order to understand the content of the text as a whole. After that, the students have to make some questions and provide the answer by themselves related to the text. By making questions, it is hoped that the students can build their idea and improve their comprehension. The questions that are made should involve asking about the main idea, specific information, and vocabulary. Next is reciting, it is usually known as restate which means speaking out by using reader's own words to express the ideas of reading passage. It is also a system of feedback to examine how well the students catch the main idea of each paragraph they have read.

Based on the phenomena above, the writer conducted the research to investigate the effectiveness of using Problem Posing technique in improving students' reading comprehension especially among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013.

### **B. Research Question**

In order to carry out this research systematically, the problem of this research needs to be formulated as follows:

1. Does the use of problem posing effective to improve students' reading comprehension among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013?

### **C. Research Purpose**

The purpose of this research is to investigate whether or not the using of problem posing technique can improve the students' reading comprehension among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013.

#### **D. Hypothesis**

The hypothesis is proposed as follows:

1. The Null Hypothesis ( $H_0$ )

The use of problem posing is not effective to improve students' reading comprehension among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013.

2. The Alternative Hypothesis ( $H_a$ )

The use of problem posing is effective to improve students' reading comprehension among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013.

#### **E. Scope of Research**

1. Research Variable

- a. Independent Variable

Rodger, M. et.al. (2004), states that an independent variable is the variable you have control over, what you can choose and manipulate. It is usually what you think will affect the dependent variable. The independent variable of this research is the use of problem posing.

b. Dependent Variable

Rodger, M. et.al. (2004), states that a dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. The dependent variable of this research is the students' reading comprehension.

2. Terminology

In order to clarify the terms and avoid misunderstanding and misinterpreting writing, the researcher provides the following explanation:

- a. Improving is the effort to make something better than before.
- b. Reading is a process of thinking and understanding the message from the text.
- c. Reading comprehension refers to ability to understand the general or particular information presented in written form.
- d. Technique is a method of doing or performing something.
- e. A pre-experimental study is a research that has no control group. The influence of the experimental treatment can be seen by analyzing or comparing the result of pre-test and post-test.
- f. Problem posing refers to the students' activity in order to read first in making some questions whose answer can be found in the available text.

- g. First semester students are the Regular B students in English Education Study Program of FKIP UNTAN who already have ability in learning English.

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