

CHAPTER I

INTRODUCTION

This chapter presents general description about background of the research. It is included, Background of Study, Research Question, Objectives of the Study, Significance of the Study and Definition of Key Terms.

A. Background of Study

Universities as a unit that organized higher education. Higher education itself had meaning as a level of education after a secondary education that included diplomas, undergraduate, master's, doctorate, and professional programs as well as specialists run by Higher Education. Indonesia had the highest number of universities compared to other Southeast Asian countries such as the Philippines, Malaysia, Vietnam, and others. Indonesia has 4566 Universities, the Philippines has 2296 Universities, Malaysia has 488 Universities, Vietnam has 376 Universities, and so on (ASEAN University Network). Based on the number of universities described above, the Indonesian government is aware of the importance of education by opening opportunities and establishing cooperation in the field of education with foreign governments as listed in the “Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 26 tahun 2007” on cooperation of universities or other institutions abroad.

There is one thing that is unique in every university, wherever it is, and in any force, the presence of overseas students. The phenomenon of learning outside the region is not new, but it has long been happening in Indonesia, this happened because one of the factors is to get experiences, places, and educational facilities that are different from where they came from. Therefore, Many of Thai students came to Indonesia without strong English knowledge because almost all of them cannot communicate in English. And then all of them had difficulty to adjust for a new environment and faced the cultural aspects of Java in Indonesia. The environment of education in Indonesia where teaching style and learning context are different from former experiences is the problem that led to high

disappointment, confusion, and stress for Thai students in Indonesia. However, Thai students are trying to study hard and improve their Indonesian language and English language at the same time. “Communication barriers in the form of language and social norms can hamper international student’s ability to acculturate and pose a great barrier to academic success, which was usually one of the key objectives of the international students” (Ward et al., 2001).

What caused Thai students to study far in Indonesia, especially on Java Island? One reason is related to reading, and the effort to get a successful education, either from the building facilities, technological facilities, and other facilities that exist in Java. Motivation is an impulse that comes from within itself to behave. The impetus is generally directed to achieve something or a purpose. That's why often hear the term motive and encouragement associated with achievement or success, known by the term achievement in reading comprehension. This means that the desire to achieve success is a driver to behave or do activities. (Sumiati and Asra: 2007).

Effort is “the activity of moving the body, energy and mind to achieve a work goal (actions, initiatives, efforts) to achieve something” (Aziz Erwati, 2013: 20). A person could be said to make an effort if he exerted his energy and mind to solve a case by accomplishing a solution to produce a goal. So, the effort can be interpreted as something that is part of the person had to response to an event will be an effort to exert effort and mind to achieve a goal to influence and direct. As for the intent of the effort here is an effort that must be done by students to achieve goals with quality.

Students’ effort in learning activities referred to the action of the behavior that the students did in improving their skills. According to Pace (1998) the “quality of student effort is defined as how much voluntary behavior or personal investment a student makes for their education”. It has been examined how often students carried out learning activities, such as taking detailed notes during 3 classes. Students adapted to improve their understanding. Therefore, effort is allocated to

learning activities and the students have a chance higher level of mastery may be achieved.

According to Baker (2012, 62-70) Thailand as “a country that has never been colonized by any foreign countries, has both advantages and weaknesses in terms of international language. One of the shortages is insufficient skills and knowledge in learning other languages such as English as the international lingua franca (Baker, 2012)”. Now Thailand is focusing on improving its English language because English language is the number one language in ASEAN. So, they want to develop in integrate students’ English education skills because English education in Thailand is still low ostensibly. So, Thailand still has a minor in the English language compared to other countries. Thailand entered the English community and since then English language has been the tool of communication for everyday life. It is inevitable for Thai education to urge students to have communication skills in English in writing, speaking, reading, and listening (Chanisara, 2013).

Reading comprehension, the creation of meaning from texts provides the basis for a substantial amount of learning for young children during their school years (Mason, 2004; Spörrer, Brunstein, & Kieschke: 2009,272–286). Moreover, reading comprehension lays the foundation for the acquisition of knowledge in different subjects taught at elementary and secondary schools and constitutes an essential prerequisite for lifelong learning in adulthood (Alvermann & Earle, 2003, 403–423). Over the decades, a good deal of educational research on reading comprehension has been concerned with the development of instructional curricula designed to promote the early acquisition of reading skills in elementary schools. One significant viewpoint of this research is that secondary-level students should be prevented from prolonged lack of skilled reading (Iftanti, E., 2012. 23(2), p.149). Voluntary Reading Program (Iftanti, E., 3 (2), 192–207, 2017).

This research is focused on the efforts to improve their reading skill in the English language while they are learning English at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. The subjects of the research are Thai English students at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Then, the

researcher conducted a research entitled “**THE EFFORTS OF THE THAI STUDENT TO GET SUCCESS IN READING COMPREHENSION IN ENGLISH DEPARTMENT AT UNIVERSITAS ISLAM NEGERI SYYID ALI RAHMATULLAH TULUNGAGUNG**”. The researcher chose this title because the research is very interesting with universities that have Thai students entering the English Education Department.

B. Research Question

Based on the background above, the research questions of this research:

1. What are the Thai student’s efforts to get success in reading comprehension in English Department at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung?
2. What are the factors causing the Thai student’s efforts to get success in reading comprehension in English Department at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung?

C. Objectives of the Study

The objective of this study was:

1. To know the efforts of Thai students to Get success in reading comprehension in the English Department at Universitas Islam Negeri of Sayyid Ali Rahmatullah Tulungagung.
2. To know the cause of the Thai student’s efforts to Get success in reading comprehension in the English Department at Universitas Islam Negeri of Sayyid Ali Rahmatullah Tulungagung.

D. Significance of the Study

The significance of the study was as follows:

For the researcher

The researcher was able to increase their knowledge and have a good experience in learning about Thai students’ efforts to Get success in reading comprehension.

2. For Indonesia and other researchers

The results of this study are expected to provide new insight, and knowledge about reading comprehension in Thailand and compare reading comprehension between Indonesia and Thailand, which can be used as additional sources for other researchers, especially researchers in Indonesia with a similar topic about Thai students efforts to get success reading comprehension.

3. For students

The result of this research was expected to improve students' ability in efforts to Get success in reading comprehension and to be more active in learning English.

E. Definition of Key Terms

To explain and avoid misunderstanding and misinterpretation about the title and the content of the research, the researcher defines the terms that are used in this research as follows:

1. Students' Effort

Grabe and Stoller (2011) contended that reading effort appears as a result of inefficient operation of lower-level and higher-level comprehension processes. The authors explained that this happens when the text is too difficult when the reader does not have adequate background knowledge or linguistic knowledge, or when the reader has not had enough practice in reading for developing reading efficiency. Based on the explanation above, the researcher determined that students' reading effort was the student's belief that the content of the textbook was difficult to understand. As a result, students have insufficient knowledge to understand the content.

2. Reading Comprehension

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret it appropriately.

Reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning as understanding. It means reading comprehension is the essence of the reading process from what is being read to finding out the meaning of the text.