CHAPTER I

INTRODUCTION

This chapter deals with background of the study, problem of the study, purpose of the study, significant of the study, scope and delimitation and, and organization of the research, definition of key term

A. Background of the Research

Reading is an important part to develop the idea widely. According Willis (2008: 126) reading is one of difficult part in English, it begins with complex process because it is talk about sound of word and how to comprehend the context and the meaning whole of the text. Carrell (2003) argued that mostly in academic context the most important part is writing, so one of ways to build knowledge is effective reading that have to be mastered. It means that reading mastery is needed to be treated on the reading process in order to get sufficient information which is will be makes learning process easier, especially in learning foreign language. Taringan and Tarigan (1986:135) said "Reading is the access to develop the knowledge that derived from book. One of method to get knowledge is explored the information from the book. So, reading is important part in learning process and reading can represented the new idea as same as statement in the advance paragraph. On the other hand, the interesting materials will increase students'engangement to read. Therefore, students' interest become as important part in reading activity.

Besides, some students also find the teacher selected reading material uninteresting or un-enganging, thus they often choose not to read them (Mercurio, 2005:66). The researcher also conducted interview with some students at SMK NU Tulungagung in preliminary observation. Most of the students said that teacher selected materials is unenganging materials. The material from the students sometimes was too difficult and being as boring material. This is also give great impact to the students to have feeling that reading is a boring process. Based on (Bruckman:200) One middle school student stated, " The desire of reading decrease significantly when the teachers asks the students to read unintersting teacher selected materials that it is unnecessary with them. When discussing narrative text 84% of students interviewed discussed books they had selected themselves.Only 16% discussed book selected by the teacher.When discussing expository text,76% discussed self-selected text,then 14% discussed teacher-selected text. When the students found books that correlated to their personal interesrt, they get enthusiastic to read narrative text. Another factor that influenced enthusiasm of the students in narrative text because the narrative text has atrractive characteristics of the books such as exciting book covers, action-packed plots, humor or many genres provided to be read. The importance of choice was proved *Eighty-four percent* (84%) prefer to read many interesting stories of narrative text through the interviews based the children's response shared recent narrative texts they had read. Meanwhile, (*seventy-six percent* (76%) shared expository text as the genre of the text that they want to read because they gain many knowledge from it. Once again, the main factor in the

choice of the materials to read is in the intersting cover even in content of the text. Yet, it can be concluded following both presentage, expository text also attract the children's interest is about 76% eventhough the precentage narrative text is 84% that indicates it is bigger than expository text. To be noted, student's reading achievement also shows that narrative text become higher result than other text. There are many research that studied about Self Selected Reading (SSR) strategy, (Muser (2011) conducted the thesis about "Increasing Reading Motivation and Achievement in the Intermediate Classroom through Independent Reading Time, Interactive Book Talks, and Cooperative Book Activities" was showed that doing Self Selected Reading (SSR) in 5 th grades can increase students interest mainly in narrative text. Second, Bruckman (2009) " What Are The Effect of Allowing Self Selection on Reading Motivation and Skill?" was showed that all participants' reading skills improved after being allowed to self-select reading material in 3rd grades. They were also personally interested in narrative text.

From the statement in advance, the SSR strategy was effectively implemented to increase the student's interest in reading activity. It will be great opportunity for the teacher to increase students' reading engangement. Furthermore, the ways of SSR strategy allows the students to choose materials by themrselves and decrease the nervous feeling in group discussion. Making one to one conferencing or in small group or whole-class discussions is one of step to conduct SSR strategy. So, it can make students more productive.

Students think alouds, retellings, and discussions enable teachers to assess the reading strategies the students use whether it is effective or not(Snow,2005:

76). According to Vocca (1999:53) said in his Book Content Area Reading that Readers who focus in reading a text are usually unaware about the strategies that will help them to comprehend the meaning of the text to get effective and effiecient reading. Moreover, when teachers limit reading experiences to teacher-selected materials, students often choose not to read because they feel the material is uninteresting or unengaging In addition, in the reading material from the teacher was not attracted enough for them (Mercurio, 2005). Teachers must become positive reading role models for students if they want to increase enjoyment atmosphere over the students' interest (Rodriguez & Lira, 1998). Most of people suppose that reading is a boring process, but by using the appropriate strategy it will be more interesting for the readers to read. The goal of most educators will be complex process because it is not only make the students understand about the mechanics of reading and readimg comprehension, but also to develop desirement in reading activity.(Snow, 2005:77)

The previous studies prove that SSR is effective to increase students' reading achievement and students' engangement to read. There are many studies from implementing SSR in various of grade level. First, Ashley (2017) has conducted a research with the tittle Independent Reading: The Power of Self-Selection and Café Discussions in a Seventh Grade Classroom. Second, Booknight (2016) has conducted a research "Fifth Graders's Reading Choices". Third Jensen, (2015) Comprehensive Self Selected Reading and Student with the Novel: A Program Evaluation. Based on the several research showing that self selected reading can make the students interested to reading a lot because this strategy allowed the

student to choose materials by themselves. As following the statement SSR strategy is successfully implemented in fifth grade, seventh grade, even in undergraduate students' level, but reading narrative text by using SSR startegy it is not verified yet proved in the vocational school students.. Therefore to know whether SSR is effective or not for them it needed to be conducted a research on that topic. Accordingly, this research is intended to verify whether SSR is effectively improving students' reading achievement for vocational high school students. The researcher wonders whether it is also effective or not in vocational's school students at SMK NU Tulungagung. SMK NU Tulungagung is one of vocational school in Tulungagung. The researcher choose this school as the object of the study because as following the grades is belong to high students competence. The SMK NU Tulungagung is the new one of vocational school in Tulungagung. It existed from 2014 year ago, but each years the number of the students is always increase significantly. SMK NU Tulungagung also had many programs with many companies or institution: UNI-Pro and BLK Tulungagung. Those school also gets several achievements such as in SDFEST (Startup Digital Festival).

Moreover, previous studies showed that SSR is effective to implemented in high English competence level which the score are included equal or bigger than Criteria of Succes (KKM). Therefore, the researcher wants to examine this strategy in SMK NU Tulungung students'. Although in the previous studies stated that SSR is good to student's in different type than vocational school, here the

study wants to know about the effectivenes of SSR in different school's type mainly in vocational school at SMK NU Tulungagung.

B. Formulating of Research Question

On the basis of the background, the research questions is formulated as follows:

1. Is there any significantly effect of SSR strategy on students' reading achievement at SMK NU Tulungagung ?

C. Objectives of the Research

Based on the research problems above, this research aims to:

1. To find out the significantly effect of SSR strategy on students' reading achievement at SMK NU Tulungagung.

D. The Formulation Of Hypothesis is:

The hypothesis of this research is :

     a. Null Hypothesis (Ho)

The null hypothesis states that there is no significant difference on the students reading comprehension ability between being taught by using and without using SSR

     b. Alternative Hypothesis

The alternative hypothesis states that there is significant difference on the students reading comprehension ability between after and before taught by using using SSR strategy

E. Significances of The Research

The study is expected to be significant as follows:

1.For the Teacher

For English teacher, this research will be one simplest technique to creat attractive and active in English especially in reading. Besides that, the teacher can motivate the students for study English.

2. For the Students

For the students, the result of the research helps them to read better. They will get stimuli that study English fun and attractive. In other hand, they will get motivation and enjoy for study English especially in reading.

3. For Further Researchers

Finally for the future researchers, the result of the study can be used as a reference in conducting researcher. The other one is to make the researcher study deeper how to engange the students reading motivation by applying Self-Selected Reading (SSR)

F. Scope and Limitation of the Research

This studies about reading strategy. The writer focuses on reading strategies at SMK NU Tulungagung mainly in SSR strategy in reading narrative text. The subject of this study were X-Pharmacy and X-TKJ classes. There are consist of 44 students and the focus of the research is to know the effects of Self Selected Reading (SSR) strategy especially the reading achievement which is related to the eight grade of SMP Islam Assalam Jambewangi. The topic is the narrative text. The limitation in this research is narrative text. The researcher chooses this text because narrative text is more interesting for the students. Most of narrative is fantastic story, so it will increase the students' engangement in reading process.

G. Definitions of Key Terms

1.Effectiveness

Effectiveness is power which is had by somethings (person or things) that follow to form the characteristic, faith, or behavior of someone.

2. Self-selected Reading Strategy

Self- selected Reading Strategy allows students to develop their interest in reading Students will be able to move forward and develop a taste for more mature kinds of literature when they are able to choose for themselves the books they read. (Rodriguez & Lira, 1998).

3. Achievement

Something accomplished, especially by superior ability, special effort, great courage, etc.; a great or heroic deed:

4.Narrative Text

According to Spancer (2006) narrative is a basic and constant form of human expression regardless of ethnic origin, primary language and enculturation.