

CHAPTER I

INTRODUCTION

1.1 Background of Study

Since reading comprehension is a complex interactive decoding process which students must process the meaning of written form and end up by the stance the reader takes in relationship to the text (Laura, 2004). There are two general obstacles of reading comprehension which are faced by students. Firstly, the obstacle in reading comprehension is students' lack of decoding skill. That is when students fail on executing process which involves newly encountered information with students' early information which is recalled by the text or learners' prior knowledge (Chiara Meneghetti, al, 2006). Furthermore, according to Gough, Hoover, & Peterson (1996) in Miller (2013) decoding is deemed as primary challenge for reader generally. For young reader, reader comprehension is limited by word reading proficiency and related to what had they been listened meanwhile, for mature reader, reading and listening comprehension are strongly related and predictive of each other. Also, reading experience is deemed predictor to improve students' general decoding skill and help them to engage in more efficient self-teaching of particular words (Beck, 2003). Thus, it is important to activate students' prior knowledge by designing an activity which sustain into students' learning style preference or let the students know their learning style so, it will be an effective problem solver of their learning so that they can take over their own learning by themselves (Biggs, 2001).

The second is memory in reading comprehension. It happens to students who has memory weakness which unable to hold information across sentences regarding perceive the holistic meaning or how the idea are linked together from paragraph or passage (Linda .B, 2008). It also occur toward students at MAN 1 Gresik based on English teacher's interview it is revealed that some students require long time to comprehend the meaning from the

passage. According to the teacher, students need several times to read again the paragraph in order to understand the whole purpose of the text. It assumes that students are having difficulty whether in lack of memory and vocabulary problem. In addition, Kathy (2011) asserts that, the difficulty of reading comprehension is caused by students' lack of language-learning whether phonological and verbal processing which is employed to infer meaning of words from context. Moreover, when reader encounter too many unknown words, it affects toward comprehension of students which they are not able to access the contextual and conceptual meaning in the text from students' background knowledge will also inhibit to make coherent inferences and to make reason thoughtfully about the text (Rupleyet,al, 2005). That is why Scarborough (2001) cited in Rupley (2013) proposed students who has difficulty in vocabulary acquisition, it may affect toward students' language process and inhibit students to catch up reading ability.

In the other hand, it is very important to gain students' independence in every aspect, include studying. Nowadays the teacher is no longer become a center knowledge but the students themselves have to find and collect the information related to learning topic in school by themselves. Self-direction learning train students become an independent people to choose and to decide what they want to study. Self-directed learning leads students to take responsibility of learning goal, developing goal, preparing learning plan, implemented by various kind of method through their lives and evaluate it. It can be occurred when students analyze and decide both learning objective and the means of learning(P.Barathi,2014). As the impact in students' enhancement of learning awareness related the importance of studying. Besides, students have different characteristic and learning style, in this case self-directed learning helps the students to choose and decide what are they going to learn and how do they learn that. By picking up their own learning way and material, students will be advantaged related to their curiosity adjustment, rise their learning desire and create self-confidence

(Lucy Madsen.G,2013). In temporally, the effectiveness of teaching learning activity is depend on what the teacher design and execute, in the other hand, self-directed learning is able to create and adapt the effective strategy for each students. In the same thought, Horwitz(1987) in Min-hsun Maggie Su &Pey-chewn Duo stated that the most time that students obtain related to language learning process is occurred outsides the classroom which enrich their background knowledge. There are many institutions also already proved to implement it in the real life. In addition, self-directed learning strategy becomes a recommendation as the ultimate goal of education (Biggs,1999 in Min-hsun Maggie Su &Pey-chewn Duo). As a result, it is found that self-directed learning strategy is able to reduce classroom anxiety (Ohata,2005 in Kutay Uzun), helps students' tolerance, students self-motivation, ambiguity and self-esteem in a language learning setting (Victory and Lockheart, 1995). Hence, from many beneficial which mentioned above, self-directed learning is believed positively can generate students' skill and comprehension in reading English (whicadee,2011 in Min-hsun Maggie Su &Pey-chewn Duo). Because, self-directed learning put a priority toward students' decision to come along in what their own interest so that learning becomes more meaningful (P.Barathi,2014).

Meanwhile, Amir Reza Nemat Tabrizi (2015) on his study which attempt to increase students' ability in reading comprehension between introvert and extrovert students showed positively significant different by the result that introvert students are highly taken an advantage of self-directed learning in reading comprehension compared with extrovert students. Similarly result of study related to the effectiveness of self-directed learning strategy on reading comprehension also was found by Rosukhon Swatevacharkul (2011) by several results those are self-directed learning strategy adjust the ability on reading comprehension which is compared with pre and post-test, self-directed learning also increase students' awareness of reading strategy use, enhance students' responsibility and provides

students on freedom of learning. In short, Self-directed strategy proves to have a strong effect on students learning in general and in training to learn English skills in particular.

On the other hand, Other study was conducted which attempt to find out the effectiveness of Learning Styles on Self-directed Foreign Language Vocabulary Learning by Jing Wu (2014). This study employs 61 freshmen from a science and engineering university in mainland China. The researcher was using CALL as instrument between which is designed based on individual learning style and the same task which doesn't featured of any learning style design. The result showed that there is no any significant different between two groups. She asserted that the non-significant result could be possibly caused by the time span of treatment and the limitation of preliminary study.

In addition, nadiya majedi and kian piskhar (2016) had also conducted their study by the title "The Effect of Self-directed Learning on Iranian Intermediate EFL Learners' Speaking Accuracy" which aims to find out significant effect of self-directed learning toward intermediate of Iranian English students' speaking accuracy. This study employed sixty Iranian students of intermediate level which is selected by PET English proficiency English level of test. The result showed there is significant different through calculation of spss by using one way anova to compare students' speaking accuracy both experimental and control group. The findings of the present study revealed that Self-directed Learning (SDL) significantly affects upper intermediate EFL learners' accuracy in speaking ability. Secondly, the findings proved that SDL is more significantly effective than the conventional mechanism of teaching in developing upper intermediate EFL learners' speaking accuracy

According to several previous studies above, it showed the important of implementing self-directed learning strategy as the teaching learning design to not only enhance students' independence associates with the variety students' learning style preference but also will

generate learning effectiveness by providing any material design and strategy based on students' preference. Indeed, it is already proven above that by applying self-directed learning not only in one skill those are speaking and reading comprehension was significantly effective to increase students' success on reading comprehension. Since the previous study dominantly conducted in tertiary level, thus, the researcher decides to take the lower level of grade of students that is senior high school students in order that students are able to be independent and be responsible toward learning activity in earlier age. Hence, it is hoped that when students reach the next level students will be better in managing their own learning goal and also students are hoped to be able to solve the problem by themselves. By the result of self-directed learning readiness questionnaire it is found that students are classified into low level of self-directed learning readiness which means students have low self-motivation to be independent and have self-initiative in term of self-learning. By underlying the students' need to be self-directed learner, the researcher interest to conduct an experimental research to implement self-directed learning strategy in reading comprehension for eleventh grade of senior high school at MAN 1 GRESIK.

1.2 Statement of the problem

Related to this study that discuss about the effectiveness self-directed learning strategy for visual learner in reading comprehension at MAN 1 Gresik, the researcher states the problem: is there any significant effect of self-directed learning strategy in reading comprehension at second grade of MAN 1 Gresik?

1.3 Hypothesis

The hypothesis of this study is the implementing of self-directed learning in reading comprehension is at the eleventh grade students in MAN 1 Gresik.

1.4 Significance of the Research

This study is hoped to give a contribution toward two significances, those are theoretical and practical. It will describe below:

1.4.1 Theoretical

For theoretical significance, the researcher expects that this study can contribute the development of reading comprehension strategy as an ultimate strategy to create long-life learner.

1.4.2 Practical

For practical significance, the result of this study can contribute some benefits to students and teacher as follow:

a. For the teacher

This study is supposed to help English teacher to reduce the problem in reading comprehension challenge in reading activity. Also, it is supposed to give an innovative strategy to teach in reading comprehension.

b. For the students

This study is supposed to not only lead students' independency in learning activity, encourage students' reading motivation and adjust students reading comprehension but also, generate students' the way of thinking to be self-directed learner.

c. For other researcher

Hopefully this study can be reference to develop another study related to self-directed learning strategy combined with any certain English variable.

1.5 The Scope of the Study

This study is focused on the use of self-directed learning strategy by focusing on students' understanding for reading comprehension material at eleventh grade of MAN 1 Gresik.

1.6 Definition of key term

Some definitions are needed to give explanation for the readers and to avoid misunderstanding. The definition of key term is:

- **Reading comprehension** the ability of second grade of MAN 1 Gresik to understand the meaning and could decide the main idea of the reading text.
- **Self-directed learning** is the strategy that used to adjust students' responsibility, learning style, learning material, and learning goal. Thus, the students can work confident and independently either in learning activity or examination.