

# CHAPTER I

## INTRODUCTION

This chapter consists of : background of the study, the research question, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms, and the assumptions as follows:

### **A. Background of the Study**

Reading is a very pivotal skill in our life and it is important for the mind and the success of students' academic career as people who cannot read well, don't do well in school and lose a lot of important things in life (Swihart, 2009, p.2). Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching. The results of the researches conducted for many decades on nature of reading—how people learn to process textual information—have contributed contrasting theories about what works best in the teaching of reading.

All those who are involved in the field of language teaching, whether they are working on reading or any other skills, have one purpose in mind and that is to ease the process of teaching for themselves and learning for learners. Therefore, teachers' knowledge in the last few years towards the importance of knowing more about learners' differences, characteristics, personality types, and psychological effects has been increased. Learner factors namely age, aptitude, attitude, motivation, personality, cognitive styles, and preferred learning strategies must be taken into consideration in any comprehensive theory at L2 acquisition (Hadley, 2003). As a result, language educators can choose among a wide variety of teaching methods and techniques for students learning to read in their English as a foreign language (EFL).

Reading in English is becoming increasingly important for the students. They need to be able to read texts in English, not only for academic purposes, but also for their careers. Reading has many beneficial effects in language acquisition. Some researchers believe that reading facilitates language development (Martin-Chang & Gould, 2008). For students who are learning a foreign language

reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Such condition will undoubtedly enhance their motivation to learn. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. After learning how to read effectively, students will be able to learn effectively by reading.

Comprehension processes that readers employ in order to make sense of what they read are defined as reading strategies, those reading strategies are: making connections (connecting reading content to past experiences or prior knowledge); visualization (creating pictures in mind); asking questions (asking questions before, during, and after reading to better understand the author and the meaning of the text); inferencing (drawing conclusions based on background knowledge); determining importance (looking for things that help readers identify big ideas and why they are important); and synthesizing (combining new information from the text with existing knowledge in order to form new ideas or interpretations) (Brantmeier, 2002).

Realizing how crucial reading is for the students, the researcher can see the great importance of developing their reading ability. To achieve it, the researcher should improve the English reading strategies that can be used by extrovert and introvert junior high school students.

According to Peregrine (2009), extrovert activities such as sitting alone for extended periods reading books seems like torture. Certainly, plenty of extroverts read books, but it is mainly filler for odd moments when there is no one to talk to and usually titles from the bestseller list with potential as conversation material. Someone who likes to the bestseller list with potential as conversation material. Someone who likes to continuously talk reads the books that are being talked about. An introvert generally pursues reading far more aggressively than the extrovert, sitting down for hours at a time, and will do so for the sheer

pleasure of it. Certainly enjoyment is drawn from purely entertaining works of fiction, but what extroverts have difficulty understanding is the preponderance of less-accessible literature and non-fiction.

An extrovert prefers action to contemplation, risk-taking to heed-taking, certainty to doubt. He favors quick decisions, even at the risk of being wrong. She works well in teams and socializes in groups. We like to think that we value individuality, but all too often we admire one type of individual—the kind who’s comfortable “putting himself out there.” Sure, we allow technologically gifted loners who launch companies in garages to have any who’s comfortable “putting himself out there.” Sure, we allow technologically gifted loners who launch companies in garages to have any personality they please, but they are the exceptions, not the rule, and our tolerance extends mainly to those who get fabulously wealthy or hold the promise of doing so (Cain, 2013, p.17).

The purpose of this research was focused on reading strategies that used by extrovert and introvert junior high school students, so in this way—they are reading for knowledge, for their career, and for educational purposes. Reading texts is considered as pedagogical purposes because linguistic exposure to rich text not only increases the speed of language acquisition but also exposes them to good writing samples.

## **B. The Research Question**

With regard to the main intention of the present research the following questions are made:

1. What reading strategies are used by extrovert junior high school students?
2. What reading strategies are used by introvert junior high school students?

## **C. Purpose of the Study**

The purpose of this study is to describe how reading strategies are used on the teaching English reading for extrovert and introvert junior high school students.

## **D. Significance of the Study**

It is hoped that this study will help teachers while doing the learning process. It will be detailed as follows:

1. Students

It is hoped that it will be useful for more extrovert and introvert junior high school students in Indonesia who will develop their competencies. They are expected to be able to broaden their knowledge through reading English well. They can be an independent person that can help themselves in their life.

2. Teachers

This study is hoped to help the teacher to find out the appropriate way to teach English reading, especially for extrovert and introvert junior high school students. So that, they use the best technique or strategy to enhance the students' reading skills in learning foreign language

3. Curriculum Designer

This study is hoped to add information in the way teaching reading for extrovert and introvert junior high school students. It will contribute a real data which should be known by the academic society for developing more studies in this area. The result of this study scientifically will be a good reference for the curriculum designer.

## **E. Scope and Limitation of the Study**

The researcher is trying to avoid deviations from the topic by explaining the scope and limitation of this study.

- a. The scope of this study: It focuses on teaching of English reading.
- b. The limitations of this study: Reading strategies used on teaching reading for extrovert and introvert junior high school students. The objects of the study are the extrovert and introvert junior high school students. The material are passage texts which are designed for them on their text book.

## **F. Definition of Key Terms**

From the background of the study previously described above, there are some definition that will be identified;

1. Teaching Reading

Teaching reading in this context is not only to teach the students how to read every single letter that is arranged in a form of words, but to teach reading for foreign language learners.

#### 2. Extrovert Junior High School Students

The characteristics of the extrovert students are energized by external sources, such as people, activities, and objects (Tami, 2009). Extrovert junior high school students in this study are the students who still new to learn English. Those students are commonly new to learn to speak English. They use the Indonesian language as their major communication with the others.

#### 3. Introvert Junior High School Students

The characteristics of the introvert junior high school students is the opposite of extrovert junior high school students. Their sources of stimulation are internal ones such as ideas, impressions, and emotions (Tami, 2009). Introvert junior high school students in this study are the students who still new to learn English. Those students are commonly new to learn to speak English. They use the Indonesian language as their major communication with the others also.

#### 4. Reading Strategies

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners (Baker & Brown, 2007).

### **G. The Assumptions**

The researcher assumed that reading strategies will give the positive results of the teaching English reading for the extrovert and introvert junior high school students, that the students will be able to learn new information and gaining access to alternative explanations and interpretations to understand about the English reading texts more efficiently.

#### 1. Extrovert Junior High School Students

After giving the reading strategies to them, the researcher assumed that the extrovert junior high school students will be more enthusiastic to read English texts and not to think that reading English

seems like a torture but a fun way to get new informations and knowledges.

## 2. Introvert Junior High School Students

For the introvert junior high school students, the researcher assumed that they will know on how to read English texts with using the right reading strategies that really fit with their personality, so that they will be more comfortable to read English texts.