CHAPTER 1

INTRODUCTION

A. Background of the Study

Reading is one of the major skills that has to be mastered by EFL students. Because with reading, EFL students can understand what is being written in text. Reading skills based on Krashen (1985) are mostly considered as comprehensible input which is the mere reason to paving the way for obtaining competence in productive skills, namely speaking and writing. Chastain (1988) stated that second and foreign language students need to read large quantities of authentic materials in order to be able to read for communication. therefore a good reading strategy is needed. Wallace (1992: 57) states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation.

According to the World's Most Literate Nations (WMLN) Study (2016), conducted by Central Connecticut State University that Indonesia ranks 60th out of the 61 countries with the highest reading interest. This assessment is based on five categories namely libraries, newspapers, educational inputs and outputs, and the availability of computers. several factors that affect low reading interest according to Dawson and Bamman (Rachman, 1985: 6-8) are the contents of interesting reading material and according to individual needs. From here this research is conducted to help increase the reading interest of EFL's students by using the gradual release of responsibility model (Pearson and Gallagher, 1983).

Brave movie (2012) is an animated film that is famous in children. In this film it is told that a princess named Princess Merida who defies an age-old custom, causing chaos

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in the kingdom by expressing the desire not to be betrothed (Wikipedia). In this film there are many feminism values that can be taken from the Princess Merida representation. In addition, this movie was chosen because the EFL students who studied are junior high school students and at that age they were certainly more fond of animated movies.

The aims of this study was to describe Princess Merida's Representation of Woman in *Brave* movie (2012) and also know what reading strategies were employed EFL's Students in understanding Princess Merida's Representation of Woman.

This research was chosen due to the lack of data sources related to the reading strategies of EFL's students in understanding women's representation. Most data sources on reading strategies only examined the reading strategies in classroom teaching used by teachers, such as in the study by Rosyida Alfiyanti (2017) entitled *A Study on Teaching Reading Strategies at Ninth Grade of SMP Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2017/2018* stated that learning conducted by teachers at SMP Muhammadiyah Al-Kautsar used two reading strategies namely CSR and SQ3R. Whereas in another thesis written by Nurmadia Sarjan (2017) entitled *An Analysis on the English Teacher Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo* said that the teachers in the class used two reading strategies namely Scaffolding and QARs. So The two previous studies did not explore the reading strategies for EFL's students in understanding the representation of women, in this case represented by Princess Merida in the *Brave* movie (2012). As described above this study discussed the reading strategies that used in understanding women's representation in *Brave* films for EFL's students. Then this study focused on reading strategies that were used in understanding Princess Merida's representation of woman in *Brave* movie (2012) for EFL's Students.

B. Scope and Limitation

The scope of this study was about Literature teaching for EFL's students. And the limitation of this study are about reading strategies that were used by EFL's students Junior high school in understanding Princess Merida's Representation of woman in *Brave* movie (2012).

C. Research Questions

Based on the background of the study, the research questions raised in this study are :

1. How is Princess Merida's representation of feminist as potrayed in *Brave* movie (2012)?
2. What reading strategies are used by EFL Students in understanding Princess Merida's Representation of Woman in *Brave* movie (2012)?

D. Purpose of the study

The aims of this study are to discover :

1. Princess Merida's representation of woman in *Brave* movie (2012).
2. The reading strategies that were used for EFL's Students in understanding Princess Merida's Representation of Woman.

E. Significance of the study

The results of this study are expected to benefit :

1. For Teacher

   This study may help teacher to make EFL's Students more understand about reading strategies that usefull for them. Moreover, the EFL's Students can understand Princess Merida's representation of woman in *Brave* movie (2012).

2. For Students

   This study may help them increase their reading interest and understand about feminism representation in *Brave* movie (2012).

F. Definition of the key terms

Based on the backrgound of the study above, this thesis has three key terms. The three key terms were :

1. EFL Students

EFL Students is a student who learns English because English is not a first language. EFL is an abbreviation for English as a Foreign Language

2. Reading Strategies

A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991)

3. Brave movie

Brave is a 2012 American computer-animated fantasy drama film produced by Pixar Animation Studios and released by Walt Disney Pictures.