

CHAPTER I

INTRODUCTION

1.1 Background

Reading is an essential skill for further learning, especially for students who have to read in order to get information from textbooks, research, reports, etc. According to Erfort (2012) without reading, students would not be able to acquire knowledge that is fundamental to their intellectual growth. Through reading, students become experts in their field especially in comprehending textbook.

Textbook is one of the teaching aids that are used by the teachers to teach the students. It is an effective media to improve knowledge. According to Yulianti (2011) Textbook is an instructional material which consist of material of the subject that is organized in written and have great contribution in teaching English learning. Then the function of textbook helps students learn how to read better, and how to solve any problems. Textbook helps the student to present various readable subject matters, which are suitable with the students' needs and interests, as the source of the learning programs to make a real condition just like in the students' real life.

According to Mokhtari & Shoerey (2002), there are three kinds of reading strategies that can be used in comprehending the textbook. The first is Global Reading strategy, the second is Problem Reading Strategy and the third is Support Reading Strategy. Each strategy has different rules and activities to comprehend the textbook. This research was conducted to the fifth semester students. The fifth semester students mostly study in theory material in which the material presents in textbook form. Therefore, the fifth semester students should

comprehend the material through reading the textbook. Then, it is important for fifth semester students to use reading strategies during reading the material in textbook and comprehend it all. Therefore, each student might use different strategies during reading the textbook and comprehending it. The purpose of the research is to find the reading strategies in comprehending Textbook used by EFL Students' at English Education Study Program in Jambi University.

1.2 Research Question

Based on the background of the problem above, the researcher formulates research question as follows:

1. What kinds of reading strategies used by EFL students of English Education Study Program at Jambi University in comprehending textbook?
2. What is the most dominant English reading strategies used by EFL students of English Education Study Program at Jambi University?

1.3 Research Objective

This research aims to know what kind and most dominant reading strategies used by EFL students of English Education Study Program at Jambi University in comprehending textbook.

1.4 Limitation of the Research

There are some limitations of this research. The first limitation is the subject of this research was students on the fifth semester of English Education Study Program at Jambi University, because the students in this semester mostly study through theory material in

textbook form. The second limitation in this research is in this research the researcher only focused on students reading strategies in comprehending the textbook.

1.5 Significance of the Research

Theoretically, the results of this research are expected to contribute to the development of reading strategies, especially in the field of reading comprehension learning strategy.

Practically, this research is also expected to be the valuable contribution to the lecturer to know what reading strategies used by EFL students of English Education Study Program at Jambi University in comprehending textbook. By knowing students' reading strategies, the lecturer hope that it will be better in choosing reading strategies that is suitable for students and using the appropriate strategies for the students.

1.6 Definition of Key Terms

Reading is the interaction between the reader and the text. During that process, many things happened, not only is the reader looking at print, deciphering in some sense the marks on the page, deciding what they mean and how they relate to each other. (Alderson, 2000: 3)

Reading comprehension is reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow 2002)

Textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. (Yulianti 2011),

