

## CHAPTER I INTRODUCTION

### A. Background of the Study

Reading plays an important role in mastering a language because it is a process carried out to obtain messages or information. Apart from being information, reading is also useful for understanding all the information contained in the text, so that it can be a provision of knowledge for the reader himself. Can be mentally stimulating, reduce stress, increase vocabulary, and expand thinking. Reading skills are utilized in all subjects in school, when students learn about reading, so that they can understand what they know getting data about those subjects that help build their abilities. According to (Cline Et.2006) as quoted in (Saputra ), reading is a cycle of explaining and constructing the meaning of entry of comprehension Most reading activities in reading classes focus on students' reading skills. It generally refers to students' ability to capture and master printed text to obtain information by relating students' knowledge to the text. In addition, reading comprehension is commonly used to measure student achievement in English, such as in national exams that require many questions. Once they don't have a good read, they may fail to answer questions. For this reason, students are expected to be good readers who can send messages to students effectively and efficiently.

Most reading activities focus on students' reading skills. It generally refers to students' ability to capture and master printed text to obtain information by relating student knowledge to printed text. Furthermore, reading comprehension is commonly used to measure student achievement in English, such as in national exams that require many questions. Once they don't have a good read, they may fail to answer questions. For this reason, students are expected to be good readers who can send messages to students effectively and efficiently.

Twenty-two reading strategies are frequently employed by readers, according to Grabe (2002: 16), including setting reading objectives, making plans for what to do or what steps to take, previewing text, predicting the content of text or parts of text, checking predictions, asking questions about the text, and finding the answers. Ask questions, relate information from one part of the text to another, combine knowledge, draw conclusions, pay attention to the text's structure, reread, determine the meaning of unfamiliar words based on context, use marker insights to see relationships, understand, identify challenges, take action to correct incorrect understanding, criticize the author, evaluate the text, evaluate how well the goal is to achieve satisfaction and embody what has been learned. Using this technique to make it easier.

Reading texts involves a lot of strategy. Students can read more successfully and efficiently with the use of strategies. They have also located the reading. Strategies play a big role in teaching, especially in reading classes

where students are learning to comprehend English texts. Students' reading comprehension can be enhanced through reading methods. Students should then be equipped with the appropriate techniques to make it simpler for them to comprehend the content.

Then, reading contains the knowledge that we comprehend what reading is and how to interpret a text to engage with print media (Alderson, 2007: 3). The reader's background knowledge and the text's linguistic elements and meaning interact while reading for the reader to grasp or make sense of the text. Due to the meaning that is encoded by the letters, words, phrases, and paragraphs in text. To interpret that, readers employ their knowledge, skills, and analytical techniques. Moreover, the Davis.the davis. (2011:5). Presents two opposing viewpoints on reading, according to him, reading is a good technique to learn more about a subject. Instead, he said that read was a student who had visited a machine manufacturer while researching. This implies that the outcome of reading varies depending on the reading task and the type of content.

If a student wants to become a good reader, they must improve reading comprehension as an active activity. Understanding what is said or read is referred to as comprehension, and a person's comprehension of what they read can be determined by their level of understanding. Reading comprehension is thought to occur at four stages of complexity, according to Westwood (2001:21). Four levels of complexity are thought to exist for reading

comprehension. The steral level, inferential level, critical level, and creative level are common names for these stages. The reader is kept steep because of this level of comprehension. In light of this, it has been demonstrated that good writers are produced by powerful readers. Additionally, the reader can improve his writing skills by combining a high level of reading comprehension with ongoing exposure to English. As a result, when reading, people employ a variety of reading techniques and categorize their levels of comprehension according to the type of content. The audience was persuaded. Literary works can make us smile or cry as we reflect on our own lives.

Reading texts is the most crucial skill for EFL learners to improve as they advance in their academic understanding. It makes no difference what language they speak. The fundamental idea is that students must advance their academic understanding. How to acquire new information. Reading is one way to get it. They study textbooks and other materials as a foundation for learning new information and battling it with what the students already know. At school, to aid with their academic development, kids read English textbooks. Investigate reading techniques to comprehend the required textbooks. Additionally, reading proficiency is crucial for EFL learners. According to Burgoon (1995), reading is the most helpful skill for people learning a second language because it is essential for scholastic success and broad insight.

A good or successful reader must have a reading comprehension strategy, According to Turner (Samsu Somadayo, 2011: 10) revealed that a reader understands reading material well or can be said to be successful if he gets and meets the following indicators. The first is to know the word or sentence in the reading. Second, know the meaning of your experience with the meaning in reading. The latter makes judgments about the value of reading content based on reading experience. According to Echols and Shadil, "the ability to read is speed, talent, ability to pronounce and interpret letters or words and interpret their meaning (Sukaesih, 2012:2). Reading ability is reading speed and understanding of the content as a whole". That reading ability can be improved by mastering efficient and effective reading techniques. Everyone's reading ability is different from several factors, namely: class level, intelligence, emotional state, one's social relations, one's experiential background, one's attitude of appreciation, one's life needs, and one's background (Tampubolon, 2008: 7).

Next, made initial observations, namely at sma negeri 7 kota Bengkulu by interviewing grade xi science 5 students and also English teachers which were carried out on Friday 11/11/2022 during class hours, namely at 09.10. Researchers initially identified the methods utilized by pupils who were successful readers using the study's data. Additionally, they employ techniques like summarizing, rereading, taking notes, and setting reading goals. However, students frequently struggle with reading. Students

frequently struggle with the reading process. Lack of reading motivation, inability to respond to questions after reading the book using the proper tactics, and vocabulary deficiencies are just a few examples. According to research interviews with reading comprehension and English teachers, there are still lots of students who are unable to fully respond to exam questions. This is because pupils' reading habits, vocabulary, and ability to use reading methods during the reading process are all lacking.

furthermore, from the observations that researchers made with reading comprehension, there are still many students who cannot answer the exam questions completely. This can be proven by their learning outcomes in English subjects. Uniquely, of the 36 students of grade x1 science 5, only a few managed to read it. Researchers only found a few students who scored above 90, namely 5 people. In English lessons, they are asked to read textbooks. Based on the above reasons and observations, researchers are interested in exploring EFL readers' successful strategies in understanding textbooks. As Grabe (2002: 17) argues strategy, for the definition of goals, is best defined as the ability to be potentially open to reflection and conscious use. The study of reading strategies has been examined by several researchers.

There have been investigations into reading strategy studies. To determine how extensively reading methods are researched and what makes them compelling, the researcher has listed some prior studies here. the first, written in 2020 by yulia efnawati and mukhaiyar. Finding out which reading

methods are utilized by male and female EFL students is the goal of the study, "exploring the reading strategies used by male and female students." As a method of data collection, document analysis was used in this study.

Second, Giwang Indriyani and Indah Sekar Pratiwi's "Exploring Reading Strategies of ELL Students Used in Reading Academic Articles" published in Universitas tinar manggelang 2021. This study was designed to investigate the reading methods third-year EFL students employed when reading academic papers because of the significance of reading strategies. The final study is titled "The Relationship between EFL Female Students' Use of Reading Strategies and Their Reading Self-efficacy" and was published in 2019 by Zainab Alsuhaibani of the Imam Mohammad ibn Saud Islamic University in Saudi Arabia. The study looked into the connection between reading self-efficacy and reading strategy use among female EFL students. The reading approach used by successful ELL students to study a textbook is one that the researcher here criticizes and positions.

Based on the arguments and claims made above, researchers are interested in the reading methods employed by successful EFL students and how they are applied in class xl science 5 sma 7 kota Bengkulu to comprehend textbooks. To aid EFL students who struggle to understand texts, these studies must be explored. Hopefully, this research will inspire, contribute to, and aid students who struggle to comprehend textbooks.

## **B. Identification of the problem**

From the research background, the issues this study will address include, looking for the reading techniques that proficient readers employ in EFL lessons and how proficient readers use their reading techniques.

## **C. Limitations of the problem**

Based on the problem described. The limit of the problem is reading success. This research is limited only to students with class xi sma, which is a school in Bengkulu province, namely, Sman 7 Bengkulu in 2022/2023

## **D. Research question**

Based on the title and background above, the researchers developed the research questions as follows:

1. What reading strategies do successful readers use in EFL class?
2. How do EFL readers apply their reading strategies?

## **E. Research objectives**

This study examined the reading strategies used by EFL successful students of class x sma n 7 Bengkulu city to succeed or be said to have succeeded in reading English texts.



## **F. Significance of research**

### 1) Educator:

Teachers, particularly English teachers, can use the study's findings to include reading comprehension in lessons. It may also be used to assess how well students are picking up on the lessons being taught.

### 2) Students:

After using this strategy, students should be able to improve their English reading ability and effectiveness.

### 3) Future researchers:

The results of this study can be used to guide future researchers' research.

## **G. Definition of Key Terms**

The definitions of important terms that can aid readers in understanding this study will be provided by the author to make it more understandable.

### **A. Reading techniques**

Strategies are "deliberate ways of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating specific information," according to Brown (2007:119).

B. succesful readers

A successful reader gets good results from their reading. Therefore, individuals who actively engage in the reading process will succeed

