

LAPORAN PENELITIAN

TEXTBOOKS READING STRATEGY FOR NON ENGLISH DEPARTMENT STUDENTS

OLEH:

Dra. Erika Sinambela M. Hum



**Fakultas Bahasa Dan Seni
Universitas HKBP Nommensen
Medan
2009**

PENGESAHAN LAPORAN PENELITIAN
(Penelitian Intern Khusus)

| | |
|---|--|
| 1. a. Judul Penelitian | : Text Book Reading Strategy For Non English Department Students |
| b. Bidang Ilmu | : Bahasa Inggris |
| c. Kategori Penelitian | : Penelitian Untuk Mengembangkan Fungsi Kelembagaan Perguruan Tinggi |
| 2. Peneliti | |
| Nama Lengkap dan Gelar | : Erika Sinambela, Dra., M. Hum |
| Jenis Kelamin | : Perempuan |
| Golongan Pangkat | : IV A / Lektor Kepala |
| Fakultas / Jurusan | : Bahasa dan Seni/Bahasa Inggris |
| Pusat Penelitian | : Reading |
| 3. Susunan Penelitian | : Erika Sinambela, Dra., M. Hum |
| 4. Lokasi Penelitian | : Propinsi Sumatra Utara |
| 5. Bila penelitian merupakan kerja sama dengan instansi lain sebutkan | |
| a. Nama Instansi | : --- |
| b. Alamat | : --- |
| 6. Lama penelitian | : 4 bulan (September 2008-Oktobre 2008) |
| 7. Biaya Penelitian | : Rp 2.000.000,- (Dua Juta Rupiah). : Dana Universitas HKBP Nommensen |

Medan, 2 Februari 2009



Mengetahui :
Dekan Fakultas Bahasa dan Seni :

Emmi Simangunsong
Dra. Emmi Simangunsong MA



Ketua Lembaga Penelitian :

Dr. Ir. Hasan Sitorus
Dr. Ir. Hasan Sitorus

Peneliti :

Erika Sinambela
Dra. Erika Sinambela M.Hum

TABLE OF CONTENTS

| | |
|---|-----|
| Abstract | i |
| Acknowledgement | ii |
| Table of Content | iii |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Scope of the Study | 4 |
| 1.3 Problem of the Study | 4 |
| 1.4 Objectives of the Study | 7 |
| 1.5 Significances of the Study | 8 |
| CHAPTER II : REVIEW OF RELATED LITERATURE | 9 |
| 2.1 Reading | 9 |
| 2.2 Levels of Comprehension in Reading | 12 |
| 2.3 Reading Strategy | 13 |
| 2.4 SQ3R Study Technique | 14 |
| 2.5 Readings | 22 |
| 2.6 Non English Department Students and their Correlation with Reading Strategy | 25 |
| 2.7 The Teaching Learning Process in Implementing SQ3R for Reading Comprehension | 27 |

| | |
|---|----|
| CHAPTER III : RESEARCH METHODOLOGY | 30 |
| 3.1 Research Design | 30 |
| 3.2 Population and Sample | 31 |
| 3.3 The Instrument of Data Collection | 32 |
| CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION | 34 |
| 4.1 Findings | 34 |
| 4.1.1 General Explanation about the Result of Students' Reading Comprehensions Skill on Pre Test and Post Test | 34 |
| 4.1.2 Identification of Suitable Readings Used as Media of Implementing the SQ3R Study Technique to Increase Reading Comprehension | 36 |
| 4.1.3 Identification of Kinds of Teaching Learning Process that can Best Implement SQ3R Study Technique to Increase Reading Comprehension | 37 |
| 4.1.4 The Explanation of the Result of Students' Reading Comprehension Skill on Pre Test and Post Test | 37 |
| 4.2 Discussion | 38 |
| CHAPTER V : CONCLUSION AND SUGGESTION | 40 |
| 5.1 Conclusion | 40 |
| 5.2 Suggestions | 40 |
| References | 42 |
| Appendix | |

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Due to its role as language used internationally, it is understandable that almost all information about aspects of life recorded in English. In turn, it is understandable too why people in general and university students in particular learn those aspects of life through that language.

To meet that aim, Indonesian students since in primary level until university level are given English subject matter. Of course there is a different aim of studying English for secondary level students an primary level students compared to university students and it seems this is the thing that is forgotten by many teachers or lecturers. For secondary level students to below, they learn to master English language while for university level students they learn through English. So, to enable students of university level to learn through English, they should master English previously.

Based on this point of view, English subject given for university students especially for non English department mostly done through reading materials. The content of reading materials varies concerning the major the students learn. It means different major will focus on different reading materials.

In fact this is the root of problems Indonesian students face. In one side, since its function is as a way of learning new information related to students' major, it is hoped that the content of reading materials must fit to students needs. Means, when

students majoring in Economics, reading contents in their reading textbooks emphasized on this field. While in other side, it is hoped that what the lecturers do with the reading contents is to guide the students to be able to get information from the printed materials or reading contents which in turn, this ability will be applied in reading their textbooks.

Getting information from the printed materials indeed is not as simple as what most people think. Many times when people asked what they already comprehended from their readings, they can not explain it precisely. If they do succeed, the comprehension is merely on the level of taking factual information while what to be mastered by university level students is more than that. They are hoped to be able to comprehend inferential information and the most important one is to evaluate information they just read. The two last skills in reading are crucial due to writers style. In writing their writings-which become readings when they arrive on students' hands - some writers do not describe their intentions as clear as possible - popular called as implied intention-while some of them even insert something related to propaganda with which students influenced unaware and beyond their expectations they become loyal followers of the writers.

To accommodate those reading skills, the lecturers are hoped to use various kinds of strategies such as the SQ3R Study Technique, Taking Notes, Marking Text Books, Reading and Lecture Notes, Mapping and Summarizing. But what is found on the ground is the reverse. Rather than training students with those techniques, lecturers fall in simply translating the texts. If they are lucky enough to have reading

material completed with questions and answers sections the lecturers and students continue to this step.

Many excuses given by both sides : students and lecturers for this problem. The student will say it is impossible to understand the content of the reading if they do not know the meaning first, means the first activity must be translation activity and of course this activity must be dominated by lecturers due to the lack of vocabularies the students have. While from the lecturers side they will comment that they are forced finally to do this translation activity, since students can not answer the given questions available on the text or provided by the lecturers. At last two semesters of learning English for university level students fail to take them understand how to master the content of their text books printed in English.

This condition leads the writer to several questions, such as : Is that true that to understand a certain reading material must be started with to know every single word available on the reading text? Is there any way to guide students to understand the reading without doing translation activity? Is there any possibility that actually lecturers themselves do not know that for university level students, the function of reading is to support them learn their major subjects? If so, is there any learning achievement increase the students knowledge if they are trained with reading strategies such informed above? From those various strategies which one will be applicable for non English department students due to their limitation also in vocabulary?

References

- Adams, W. Royce and Jane Brody. 1998. *Reading Beyond Words*. Philadelphia: Harcourt Brace College
- Anonymous 2000. *The Writers Selection : Shaping our Lives*. Ohio : Houghton Mifflin Publishers
- Ary, D Chesar, I.J and Rajaviah, A. 1979. *Introduction to Research in Education*. New York : Holt, Rinehart and Winston
- Barnhart L and Robert K. 1979. *The world Book Dictionary*. Chicago : World Book-Childcraft International Inc.
- Carrel, P.L., Joanne, D and David, E.E. (Eds.)1988. *Interactive Approaches to Second Languages Reading*. Cambridge: Cambridge University Press.
- Davies, Ivor K. 1980. *Instructional Teaching*. Mc Graw-Hill, Inc. : Indiana
- Goodman, K.S. 1998. *The Reading Process*. In Carell, P.L, Joanne , D. and David, E.E (Ebs.) *Interactive Approaches to Second Language Reading*. Cambridge : Cambridge University Press.
- Jones Hubbard and Thornton Wheeler. 1984 *A Training Course for TELL*. London : Oxford University
- Kerlinger, N. 1970. *Foundation of Behavioral Research*. New York : Holt, Rinehart and Winston
- Kustaryo, Sukirah. 1988. *The Reading Techniques of College Students*. Jakarta : Depdikbud
- Maria, K. 1990. *The Reading Comprehension Instruction, Issues and Strategies*. Parkton MD : York Press
- Rothstein Evelyn and Gerald Lauber 2000. *Writing as Learning*. Illinois : Sky Light Publisher
- Tampubolon, DP. 1986. *Kemampuan Membaca : Teknik Membaca Efektif dan Efisien*. Angkasa : Bandung
- Tan, Andreas. 2003. *Effective Model of Teaching Reading Strategies for Accelerate Studnets*. Medan : PPs Unimed
- Tierney Robert, John Readonce and Ernest Dishner. 1999. *Reading Strategies and Practices : A Compendium*. Boston : Allyn and Bacon.