

CHAPTER I

INTRODUCTION

This chapter contains basic elements of conducting this study, consisting of background of the study, research problems, hypothesis, objectives of the study, significance of study, scope and limitation and definition of key terms. All of those elements are needed before conducting the data as introductory parts of this study.

A. BACKGROUND OF THE STUDY

Reading is one of fundamental skill which should be mastered by English learners. It is an activity or process to get meaning, message or information from a written text.¹ According to Swaffar (cited in Susan L. Cooledge), reading is about comprehending. It is a receptive skill which provides a means to observe and explore, to ideate and create.² By comprehending written text, readers will obtain new idea and explore other skills such as vocabulary, grammar, linguistic knowledge, and punctuation. They can also create beneficial things based on their minds and imaginations. Moreover, reading is very useful for many purposes. It

¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, 4th ed (London: Pearson Education Limited, 2010), 483.

² Susan L. Cooledge, Doctoral Dissertation: “*L2 Reading and Hypertext: A Study of Lexical Glosses and Comprehension among Intermediate Learners of French*” (New York: The University of Arizona, 2004), 13.

can be used to engage in advanced studies, get a good job, travel, become more cross-culturally aware, communicate with others and be entertained.³

Since one of the approaches adopted by Indonesia is literacy approach, reading seems to be crucial for learners. Literacy is the ability to read and write. It focuses on oral–written language relationships, language variation, and genres or text types.⁴ Reading comprehension becomes increasingly important in the progress of a basic language curriculum, and essential for English learners in Indonesia. As a matter of fact that Indonesia applies this approach, it can be seen in National Final Examination (UN) which the questions are dominated by reading text.⁵ By adopting literacy approach, students are demanded to have good comprehension in reading. Consequently, learning reading at school is focused and emphasized on comprehending text or the students' ability in understanding many kinds of texts and accepting the message that the writer tries to transfer in written text.⁶

Ironically, although literacy approach has been applied, most of junior high school students still have difficulties in reading and have low comprehension. There found a fact that students in Indonesia particularly junior high school students have lower reading comprehension than some countries in Southeast

³ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 6.

⁴ Jack C. Richards and Richard Schmidt. *Longman Dictionary*..... 345.

⁵ National Education Department, Depdiknas, *National Final Examination Junior High School (UN SMP) year 2012*, (Jakarta: Depdiknas, 2012).

⁶ Chamille Blachowicz and Donna Ogle, *Reading Comprehension : Strategies for Independent Learners* (United States : The Guilford Press. 2008),1.

Asia.⁷ This research finding is disappointing since English has been taught from the very beginning level such as kindergarten and elementary school although at these levels English has not been stated as compulsory yet.⁸

Low reading comprehension may happen because of some possible factors which come from students, teacher and the text.⁹ The factors which come from students are lack of vocabulary, lack of motivation and less understanding of material. Firstly, students who have little vocabularies will be difficult to comprehend the text. As stated by Laufer (cited in J.Coady & T.huckin), reading comprehension is strongly related to vocabulary knowledge, the more vocabulary the more comprehension.¹⁰ Secondly, lack of motivation will make students reluctant to read. Based on UNESCO's survey (cited in Bunda Ranis's article), Indonesia has the most reluctant readers in Asean.¹¹ Reluctance means students do not have willingness to do something therefore slow to do it.¹² In this case, lack of motivation will make students do not have any passion to read although they know that there will be much worth information and knowledge in the passage or text.

⁷ Dra. Ratna Wulan, S.U. 2009. "Kemampuan Membaca Anak Indonesia Masih Rendah" *ROL: Republic Online*, (<http://www.republika.co.id/berita/breaking-news/nasional/09/03/25/39735-kemampuan-membaca-anak-indonesia-masih-rendah>, accessed on April 5th 2013).

⁸ National Education Department, Depdiknas, *Kurikulum Pendidikan Sekolah Dasar*, (Jakarta: Depdiknas, 2006).

⁹ Saputri, Barkah. 2011. "Factor Affecting for reading comprehension" *Socyberty*, (<http://socyberty.com/education/factors-affecting-the-reading-comprehension/#xzz1z67t9P7J>, accessed on April 28, 2013)

¹⁰ J.Coady & T. Huckin, *Second language vocabulary acquisition: A rationale for pedagogy*. (New York: Cambridge University Press, 1997), 20.

¹¹ Bunda Ranis. 2013. "Fakta Minat Baca Masyarakat Indonesia Rendah" *Bimbingan minat baca dan belajar anak*, (<http://www.bimba-aiueo.com/fakta-minat-baca-masyarakat-indonesia-rendah/>, Accessed on April 5th 2013)

¹² Cambridge Advance Learners, *Digital Dictionary*. 3rd ed. (New York : Cambridge University Press.2008),

Consequently, they will have low reading comprehension. Thirdly, students who are less understanding of material will also influence reading comprehension. Since Indonesia adopts literacy approach, most of English written text follows some sort of rhetorical structure, like genre or the story grammar of narrative, descriptive, recount or the organization structure used in an informational or functional text, for example, announcement, advertisement, and notice. The reading questions were emphasized in how to find or analyze text structure, main idea, topic or explicit and implicit information.¹³ Therefore, for some students who are not readily clear with those materials will have difficulty in comprehending what they read.

The factor which comes from the teacher is lack of stimulation or lack of interesting strategy. Teacher must have many interesting strategies to make students read and comprehend the text. Good teacher must employ strategies before, during, and after reading which can help readers comprehend text easily.¹⁴ Interesting strategy is intended as stimulation to make students begin or continue reading. If teachers fail to stimulate students to read the text, students will not be curious or interested whatever in the text and it also makes them cannot comprehend the text maximally.

Students' reading comprehension is not only influenced by students and teacher but also the text they read. Students will have low reading comprehension

¹³ David J. Chard. *What is reading comprehension and why is it important*. (New York : US department of education, 2008), 2.

¹⁴ David J. Chard. *What is reading comprehension* 4.

if the text is too long, full of unknown words or contains uninteresting topic which has been never known by students. This uninteresting and difficult text will make students have failure of comprehending the content of the text or get loss of what they read.¹⁵ In this case, they read the text but they cannot completely understand the whole text. Moreover, this text will make the process of reading boring and spends much time because they need to consult dictionary many times. There will be many pauses in the reading process. The readers will lose the sense of reading. Thus reading will be tiring activity and meaningless.

Concerning the importance and the factors which influence students' reading comprehension, there should be strategies, method or media which can effectively assist students to have better reading comprehension, for instance, by using comic, newspaper, or hypertext glosses. A comic is printed book or paper which provides text in sequence of story and picture.¹⁶ A Newspaper is printed paper published which contains text in form of news, article or advertisement.¹⁷ Hypertext glosses is computerization text containing references or links to additional information or translation which can be accessed immediately. The addition material can be verbal and nonverbal information, for example, text, picture, video, sound or

¹⁵ Johnson LouAnne. "10 Reasons Nonreaders Don't Read — and How to Change Their Minds" *Scholastic Reading Club Article*. (<http://www.scholastic.com/teachers/article/10-reasons-nonreaders-dont-read-mdash-and-how-change-their-minds>, accessed on May 5th, 2013)

¹⁶ Oxford Learners' Pocket Dictionary, *Dictionary*, 3rd edition (New York : Oxford University Press.2008), 80.

¹⁷ Oxford Learners' Pocket Dictionary, *Dictionary* 287

graphic. The translation can be in first or second language.¹⁸ However, students need text which is interesting, understandable and memorable. They also need text which can motivate and stimulate them to read, so they will have better comprehension. In this case, hypertext glosses is considered as the most suitable strategy to overcome students' reading problems.

Hypertext glosses, in this study, can be defined as a text with the combination of both textual and pictorial definitions to help giving clear meanings to the subjects. It can be made and viewed using various computer program or multimedia such as Power Point, Microsoft Word and Pdf with online or offline computerization. Hypertext glosses exists as a useful and effective media in language teaching and learning process.¹⁹ It is also as a proof that Computer Assisted Language Learning (CALL) has existed, developed and tried to contribute in the field of education.²⁰ The terms of glosses are similar with annotation, explanation or definition of words, which can be found in some books or novels. However, since the development of technology, annotation or gloss is served differently using computerization effect. According to Richards, gloss refers to an interpretation, explanation or definition of words written on margins in reading passages which helps learners readily work out the meaning of the word.²¹

Davis stated that glossing through hypertext offers two benefits such as glosses are

¹⁸ Theresa Catalano. "Promoting L2 Reading in Less Commonly Taught Languages with Hypertext". (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.

¹⁹ Theresa Catalano. "Promoting L2 Reading in Less 10.

²⁰ H Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, Inc. 2001), 145.

²¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary* 248.

invisible, therefore it will not interrupt the reading process. Moreover, readers can obtain as much as or as little information as needed regarding a particular concept or word mentioned in the text under study.²²

Hypertext glosses can be easily applied in teaching reading. It has many benefits which can be used to cover the students' reading comprehension problem. Based on Theresa Catalano research, hypertext glosses is useful to minimize difficult and unfamiliar word. It helps to give conceptual meaning of the words or phrases. Students can find the difficult or unknown words by clicking the words. Hypertext glosses will not spend much time.²³ It can also be used as stimulation for the students to read the text and motivate students to do reading practice. In addition, Hypertext glosses will be more memorable because the glosses contain not only the textual explanation but also picture related to the meaning of the words. As Allan Paivio stated in Dual coding theory, when two models of presentations (textual and pictorial) combined, the text becomes more understandable and memorable.²⁴ That statement is also supported by Sadoski and Paivio's who stated that image has significant effect in helping people memorize some words.²⁵

²² Davis, J. N. *Facilitating effects of marginal glosses on foreign language reading. The Modern Language Reading*, Vol 73(1), 41-52. 1989. 12.

²³ Theresa Catalano. "Promoting L2 Reading in Less....." 43.

²⁴ Allan Paivio. *Mental Representation: A Dual Coding Approach*. (New York: Oxford University Press. 1986), 53.

²⁵ Mark Sadoski and Alan Paivio. *Imagery and Text: A Dual Coding Theory of Reading and Writing*. (New York: Routledge. 2013), 28.

There are some studies about hypertext glosses in language learning such as research done by Manoochehr Jafarigohar ²⁶ or Jee Hwan Yun ²⁷. Both of those journals show hypertext glosses is effective as media in teaching and learning process especially in enriching students' vocabulary. However, there was no study which investigated the effectiveness of hypertext glosses with combination of picture and words on students' reading comprehension at Junior high schools in Indonesia especially for certain text type. Therefore, in this study the researcher wants to make an experimental research.

The research takes place at Junior High School 2 Surabaya. This school is considered as an appropriate subject of this research since based on the researcher's preliminary study and information attained from English teacher, the students in Junior high school 2 Surabaya, especially the eighth graders, are in low quality in English especially in reading comprehension. It happens because they are lack of vocabulary and lack of background knowledge of the text. Those sometimes make them frustrated and give up continuing reading.²⁸ Moreover, teaching reading for teens (12-18 years old) is more challenging. Teacher must prepare special set of strategy, media or method to teach them.²⁹ The text type

²⁶ Manoochehr Jafarigohar, "The Effects of Hypertext Gloss on Comprehension and Vocabulary Retention under Incidental and Intentional Learning Condition" *English Language Teaching*. Vol. 5, No. 6; June 2012, 4.

²⁷ Jee Hwan Yun, Doctoral Dissertation: "*The Effects of Hypertext Glosses on L2 Vocabulary Acquisition: A Meta-Analysis*". (Kansas: University of Kansas, 2011), 3.

²⁸ The result of interview for preliminary study with English teacher at SMPN 2 Surabaya, March 20th, 2013

²⁹ H Douglas Brown, *Teaching by Principles*..... 149.

which is used in this research is Recount text. It is the most familiar text type for junior high school students which tells about past events and contains orientation, events and re-orientation.³⁰ Moreover, based on the syllabus in curriculum 2006, the reading material for the eighth graders in the first semester is recount text.³¹

This research is intended to find out whether hypertext glosses is effective to improve the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya or not. The researcher also wants to find out the advantages and disadvantages the eighth graders at SMPN 2 Surabaya obtain from learning reading using hypertext glosses.

B. RESEARCH PROBLEMS

Based on background of the study above, the problem of this study can be stated as follow:

1. Is hypertext glosses effective in improving the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya?
2. What advantages and disadvantages do the eighth graders at SMPN 2 Surabaya obtain from learning reading recount text using hypertext glosses?

³⁰ Desi Hidayati and team. *WAJAR: Penunjang Program Wajib Belajar for eight graders*. (Jakarta: Graha Pustaka, 2012), 22.

³¹ The result of interview for preliminary study with English teacher at SMPN 2 Surabaya, March 20th, 2013

C. HYPOTHESIS

Hypothesis is the researcher's statement about her expectation of this research.³² The hypothesis of this study is: Hypertext glosses is effective in improving the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya.

D. OBJECTIVES OF THE STUDY

Related to research questions stated above, the aims of this study are:

1. To find out whether hypertext glosses is effective in improving the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya or not.
2. To find out what advantages and disadvantages the eighth graders at SMPN 2 Surabaya obtain from learning reading recount text using hypertext glosses.

E. SIGNIFICANCE OF THE STUDY

By reading the result of this study, readers will receive input about the effectiveness of Hypertext gloss to improve students' reading comprehension of recount text especially for the eighth graders at SMPN 2 Surabaya and information about the advantages and the disadvantages the eighth graders obtain from learning using hypertext glosses. The result of this study is expected to give a significant contribution in quality improvement of the language teaching especially in teaching reading. It is hoped that the result of the study is useful and

³² Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta Bandung, 2010). 84.

helpful for readers, especially English teachers and other researcher in some following ways:

1. For English Teachers

The result of this study can be inspiration to create, develop and maximize the use of hypertext glosses in language teaching and learning process. In order to help the students to have good reading comprehension especially in recount text, the teacher could use the result of this study to provide interesting strategy in the teaching process. The English teacher could use hypertext glosses as one of interesting and effective media or strategy in teaching reading. Hypertext glosses can help the students to understand the text easily, by giving beneficial glosses which contains verbal or nonverbal information. Through hypertext glosses, students will not have difficult words of the text even they will find many new vocabularies. Then, they will not be bored in reading because they also will get many additional information of what they read from the information given. In addition, the teachers can ask the students to use hypertext glosses for their independent study. The students can read, retell and answer the questions related to the text. Practice makes perfect. The more they practice, the more comprehension they get.

2. For Further Researcher

This research can be as reference for further researcher who wants to conduct the similar media as in this research. It would be better to apply hypertext glosses with different type of glosses, text type or skill.

F. SCOPE AND LIMITATION

Based on focus of this study, there are three parts scopes of this research. Those are hypertext glosses, reading comprehension of recount text and the eighth graders of SMPN 2 Surabaya. This research is limited to the eighth graders' reading comprehension of recount text between students who were taught by hypertext glosses and those who were not.

G. DEFINITION OF KEY TERMS

Key terms clarify the meaning of the elements in the research question of this research as they are operationally used in this study. Those are:

1. **Hypertext glosses:** A teaching and learning reading media which is used to help readers minimizing their difficult words on the text, therefore the readers will have better reading comprehension. Hypertext glosses in this research is defined as a computerization text with the glosses, containing references (links) which can be used to help the readers in reading because it contains additional information verbal and nonverbal. Hypertext glosses can be presented in online or offline computerization using Power point, Microsoft words or Pdf.³³ In this study, the text includes annotation containing explanation, synonym, antonym or meaning of the word in the form of text and picture. It is presented using Power point and Microsoft words.

³³ Theresa Catalano. "*Promoting L2 Reading in Less*.....13

2. **Effective to improve:** In this research, effective to improve means the students who were taught reading recount text using hypertext glosses got higher score in reading comprehension than those who were not.³⁴ Moreover, the effectiveness of hypertext glosses in improving the eighth graders' reading comprehension is determined from the reading score gotten by experimental group. If the post-test score of experimental group shows significant score improvement, it means that hypertext glosses is effective to improve the eighth graders' reading comprehension. The effectiveness of hypertext glosses is calculated by using T-test paired sample. If T_{value} is lower than T_{table} , it means that the students who were taught using hypertext glosses does not get significant score improvement and it indicates that hypertext glosses is not effective. But, if T_{value} is higher than T_{table} , it means that the students who were taught using hypertext glosses get significant score improvement and it indicates that hypertext glosses is effective.³⁵
3. **Reading Comprehension :** The complex process which involves interactions between readers and the text they read dealing with understanding literal meaning of text, critical thinking about message of text and appreciation of what the author delivered through the text³⁶. In this study, reading comprehension is operationally defined as the participants' score on a reading comprehension test of recount text.

³⁴ Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2010).

³⁵ Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2010).

³⁶ Jack C. Richards and Richard Schmidt, *Longman Dictionary* 348.

4. **Recount Text:** A text type which is used as teaching reading material in this research. It is also used as instruments of this research (reading comprehension of recount text test). In this study, the researcher will focus on teaching and improve students' reading comprehension of recount text. This type of text is chosen because of some reasons. First, based on preliminary study, students still have problem to comprehend this text. Second, based on syllabus, recount text is taught for the eighth graders in the first semester.
5. **The eighth graders:** The subject of this research who were taken from students who study in the first semester of the eighth grade at SMPN 2 Surabaya in academic year 2013-2014. Yet, there will be only 2 classes chosen as the subject of this study as experimental and control group.
6. **The advantages and the disadvantages of hypertext glosses:** Advantages can be defined as the strength of the media while disadvantages can be defined as the weakness of the media. In this case, the researcher got some theory about the advantages and the disadvantages of the implementation of hypertext glosses from some sources or previous studies. It is used as content validity to make a questionnaire to find out the advantages and the disadvantages which students obtain from learning reading recount text using hypertext glosses.

The advantages can involve the usefulness of hypertext during reading process using hypertext glosses or the improvements students get after the implementation. The disadvantages can involve the difficulties which students find while learning reading (treatment) using hypertext glosses.