

## **Chapter I**

### **Introduction**

This chapter gives a brief explanation of the background of this research. Additionally, the research question relates to the aim of research. This chapter also compares the significance which figures out what this study is expected to and delimitations of research to present limit the area of research.

### **Basic Consideration**

Reading is the essential activity needs in students' life, particularly on students who learn English. It is because reading is English basic skill that requires development and improvement the students' understanding of the English. Through reading activity, the students will study vocabulary, grammar, and sentence structure of English. As an addition, reading also instructs the way of student think. According to Renuga and Mala (2015) reading involves perception and thought of the students. It is because in reading the students not only read to get the information, but also they have a process to understand or even have critical thinking of what they read. Harvey and Goudvis (2000 cited in Sonja, Paul & Johansen, 2014) also state that through reading the students can create meaning in their minds. It means, reading stimulates the students' critical thinking and engaging what the meaning of the text.

Furthermore, reading is one of the important skills that should be mastered by the students. The students can improve other language skills through reading activity, for instance: in writing skill and in speaking skill. In speaking skill, reading activity can help students to enrich vocabulary and study about structure of sentences that help them to speak fluently and properly. Moreover, through reading, the student will get the new words, terms, and know grammar structure to create

their sentences or paragraphs in writing. It is supported by Fatsah (2014) states that through reading activity the students will have the ability to recognize the elements of the writing system, such as: vocabulary and how words are structured into sentences. Based on the explanation, it can be assumed that reading is a skill that can be integrated with other skills, particularly in writing skill. For example: the students who conducting proposal examination. The students have to spend much time for reading articles or references to help their proposal rich with information and to help them create or construct the sentences easily. It also helps them to have critical thinking about the topic itself. Following Ann & Thibault (2008) the students have good reading will have good writing. Thus, the students who want to have good writing must do the reading activity.

Moreover, when reading, students need comprehension skill because it helps them to understand what they read and as the assessment tools to assess them good or not in reading activity. It is supported by Adeyinka, Adedeji & Adeniyi (2009, cited in Nejabati, 2015) comprehension is an important goal in reading activity because it is the measurement of reading in order to observe students good, poor and failure in reading activities. An addition, Harvey (2014) states that without comprehension skill students cannot understand properly and read the text properly. Thus, it means that comprehension skill determines the students' reading and the understanding of the text.

Further, according to Herber (Usula, 2006; Siwa, 2015) comprehension divides into three levels. There is literal level, getting a general idea or information in the text; interpretative level, integrating information and make inferences of text; and applied level, using information to express an opinion and form new ideas. Further, this study pointed out the interpretive level or interpretation as the topic or as focuses of research discussion. Generally, interpretation is the

act or the way of explaining something to understand (Merriam-Webster dictionary). Based on the definition, interpretation is manner to give details or explains something that to be understood. Furthermore, according to Sonja, Paul & Johansen (2014. p.xii) “Interpretation is a critical-thinking process. It begins with students generating ideas, drafting theories supported by text evidence, and creating a claim or a thesis statement”. Based on the definition, it can be assumed that interpretation skill helps the students have critical thinking with creating the main idea of text to present the information of the text.

As an addition, interpretations have benefits for students in reading, for example: through the skill students easy to understand the text and help students to present the information of the text in written form or even orally. Furthermore, according to Galda (2013 cited in Mentei & Kervin, 2015) interpretations provide the students’ insight in their personal reading. Kampf (2016) also states that interpretation is important for the students’ success in academic, business and personal life. It is because through interpretation students can allow understand the main idea, discern facts from opinion and make inference and prediction of what they read. It means, the students have a good interpretation, they will easy to understand the information in the text even they can present the information that they need to find especially in their academic environment.

Furthermore, this study conducted at Gorontalo State University, Letters and Culture Faculty particularly English Department students’. As the students’ English Department, students should be mastered in the four skills, such as: speaking, listening, writing and reading. In the reading course, summarizing text is the most of students’ task. The teacher asks the students to read articles, journal or essay, and then students make the resume and should present it in front of class. Moreover, Prado & Plourde (2005, cited in Harvey. 2014) explain that summarization is teaching model and guide practice for the students to know how to summarize text, then telling it

to the partner or teacher of what they have been read. Additionally, through the task, the teacher can observe and examine the students' comprehension and the students' interpretation of the text that have been read. Therefore, to make summarize of text, the students need interpretation because through interpretation the students can identify the main idea and information of the text and lead them to write their assignment by critical thinking related to the text.

Sharply, this study focuses on observe 8<sup>th</sup> semester students which they was conducted academic scientific proposal or proposal examination to get bachelor degrees of education. Moreover, to conduct and compose it, the students have to spend the time to read references that relates to their topic of research. However, several students cannot able organize or arrange their writing based on what they read. According to Osborne (2015) it happens because the students cannot get the point of the text or even cannot understand the text. Likewise, following L. Brandon & K. Brandon (2013) the cause of the problem is when students reading for composing their writing, the students more focus to thinking about how will use the content of the text in writing. Regarding the explanation, it can be assumed that the difficulty of students in writing research is when students must present the information about what they read in their writing.

However, this study decides students giving their interpretation of what they read through speaking. It is because by speaking, students' more spontaneously express their interpretation than in writing. When in writing, students will focus on grammar and structure of sentences. Thus, it will affect in their interpretation of the text which they more focus to have a good writing. Moreover, through speaking, this study can observe students' critical thinking which it refers to the definition of the interpretation based on Sonja, Paul and Johansen (2014. p.xii) "Interpretation is a critical-thinking process. It begins with students generating ideas, drafting theories supported by text evidence, and creating a claim or a thesis statement".

Moreover, this study pointed out to use two informative texts to observe the 8<sup>th</sup> semester students' interpretation. According to Perin (as cited in Teacher College Columbia University, 2015) reading and writing in college can more effectively use and focus on materials that contain information. Further, it same as the condition of 8<sup>th</sup> semester students which they should have frequently to read academic text that present specific information to enrich their knowledge and critical thinking to compose their proposal examination or academic research.

### **Research Question**

Based on previous background, the research question of this study, “How is the students’ interpretation skill through reading informative text?”.

### **The Aim of Research**

Related to the research question, the aim of this study is to find out the students’ interpretation skill through reading informative text.

### **Research Significances**

Hopefully, the result of this study is expected to contribute in reading course among the lecturer, the student, the English Department and another researcher particularly on interpretation.

- The teacher or the lecturer

This research provides the information of the students’ interpretation skill through reading activity that may help them in assisting the students who learning reading.

- The students

To continue the students’ interpretation is important in reading activity to help them success in reading.

- The English Department

Provide the students' interpretation ability in reading activity to improve teaching and learning process particularly in reading course.

- The Researcher

This research becomes a fundamental study for further researches.

### **Scope of Research**

The scope of this research is to find out 8<sup>th</sup> semester students' interpretation skill through reading informative text, particularly in English Department, Letters and Culture Faculty at Gorontalo State University. This study used two informative texts as instrument of research. The first text is "LGBT: What does it really mean?" by Stephannie Mott. It is chosen because in the text present specific topic and information which focused and presented about the mean of LGBT based on Stephannie Mott. Additionally, the topic become a hot issue and become debate in the world because LGBT community want government allows to legalize when they marriage. Furthermore, the second text is "New planet is largest discovered that orbits two suns" by Ashley Morrow. It is chosen because the text is unfamiliar for students which it also refers to the previous study that used familiar and unfamiliar text to assess students' interpretation skill. Further, to assess students' interpretation skill, this study used rubric taken from National Capital Language Resource Center (2014).