

CHAPTER I

INTRODUCTION

This chapter discusses about introduction of this thesis. This chapter has seven points. It consists of background of the study, research problem, research objective, hypothesis, significance of the study, scope and limitation and definition of the key terms.

A. Background of Study

Reading is one of the English skills that is regarded as a receptive skill. Infact, reading is also a complex activity that consists of receiving, identifying, acquiring, interpreting and understanding the information of the text (Millah, 2018). Besides, Khataee (2019) explains that reading is also a process of understanding the text to get the prior knowledge such as knowledge of content, vocabulary (construct about the meaning that conveyed by the author) and structure. Unfortunately, sometimes EFL learners can read and pronounce the words correctly but they do not understand what the text is about.

Reading is one of the important skill for EFL learners in particular when English is taught for foreign language or second language. So, the interaction between the students' prior knowledge and the content is necessary. Reading texts in foreign language is different from reading in a first language. Probably EFL students have many difficulties in understanding the English text. While, when they read any English material, they need to mull a number of language proficiency elements. Specifically, when they encounter the several problems common in the reading activity, such as fewer vocabulary, problems of

understanding the linguistic complexity and poor reading skill (Kasim & Raisha, 2017).

Reading also is necessary and significant for the students because the success of their study depends on their ability to read (Latifa & Manan, 2018). Sometimes the English teacher gives the materials by provided in the written form, for example in the form of handbook or modules. It means that to understand the materials, the students must have the ability to comprehend the text. For this reason, the reading comprehension is necessary. As one of the receptive skill, reading comprehension is very important for students to get much information from a text. Reading comprehension is one of the important skills in English. In National final exam, reading comprehension is one of the skill that is tested. This is pointed out that reading comprehension must be taught well (Gilakjani & Sabouri, 2016).

Kara (2016) explains that as there have been many variables in reading comprehension, researchers have always tried to find ways to overcome the difficulties readers have while reading. In addition, while reading, an effective reader uses certain metacognitive strategies which involve goal setting, selective attention, planning for organization, monitoring, self-assessing, and regulating. Thus, for an effective reading comprehension, a reader needs knowledge about strategies, knowledge about when, how and where to use strategies.

Strategies as a learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient. Learning procedures are procedures that help to complete a learning task. Strategies are most often

conscious and goal-driven procedures when learners are coping with an unfamiliar language task in the beginning stages. Once any learning strategy becomes familiar through repeated use, it may become automatic; however most learners will be able to call the strategy to conscious awareness if there is a need. These strategies help readers manage to interact with written texts, they show how readers comprehend a task, what textual clue readers use, how readers make sense of what they read and how they react when they do not understand. The strategies involve mental manipulations of a text at word, sentence, paragraph, and text levels to enhance reading comprehension (Iwai, 2016).

In addition, according to Zare & Othman (2017) there are some factors that contributed for having good reading comprehension. One of them is reading strategies. Reading strategies are very important to help the reader comprehend the text in the act of reading. Reading strategies also enable more efficient use of time. Moreover, it is effective way to solve reading problems encountered by students while reading academic material. Reading strategies are defined as the comprehension processes that reader use in order to make sense of what they read that categorized as approaches, actions, and procedures used to improve reading comprehension.

There are some studies which were conducted to investigate the correlation between students' reading strategies and reading comprehension achievement. The first study was conducted by Gonen (2016). This study focuses to investigate the relationship between FL students' reading strategies and FL reading proficiency. The subject of this study is Turkish of EFL learners. The result of that research

shows that there was no significant correlation between FL reading strategy and FL reading proficiency. On the other hand Zare & Othman (2017) conducted a research to investigate the relationship between reading comprehension and reading strategy use among Malaysian ESL learners. The result of their research shows that the use of reading strategies had a strong positive correlation with reading comprehension achievement. Thresia (2019) also conducted a research to investigate whether or not there was significant correlation between students' reading strategies and reading comprehension achievement. The result of their research shows that there was a strong and positive correlation between reading strategies and reading comprehension achievement.

Based on the explanation above, the researcher is inspired to investigate the correlation between students' reading strategies and reading comprehension achievement. In addition, because the first and the second previous studies focus on FL reading proficiency and was conducted at Turkish EFL learners and Malaysia ESL learners. On the other hand the third previous studies focus on reading strategies, reading comprehension achievement and gender at the eight grade students of SMP Negeri 17 Palembang. So, the present study will investigate the reading comprehension and conducted at students of Senior High in Indonesia. This study seek to find out whether students' reading strategies at the eleventh grade of MAN 1 Kediri gave a great significance factors in their reading comprehension achievement positively or negatively. The researcher will conduct a research entitled ***“Correlation between Students' Reading Strategies and their Reading Comprehension Achievement at the Eleventh Grade of MAN 1 Kediri”***.

B. Research Problem

Based on the background of the study, the research question can be formulated as follow, “Is there any significant correlation between students’ reading strategies and their reading comprehension achievement at the eleventh grade of MAN 1 Kediri?”

C. Research Objective

The main objective of this research is to investigate the significant correlation between students’ reading strategies and their reading comprehension achievement at the eleventh grade of MAN 1 Kediri.

D. The Hypothesis

Based on the objective of the research, this research intend to investigate the significant correlation between students’ reading strategies and their reading comprehension achievement at the eleventh grade of MAN 1 Kediri. Thus the researcher builds the hypothesis to make purpose of this research clear. Here, the researcher has two hypothesis, they are:

1. The null hypothesis (H_0)

There is no significant correlation between students' reading strategies and their reading comprehension achievement at the eleventh grade of MAN 1 Kediri.

2. The alternative hypothesis (H_a)

There is significant correlation between students' reading strategies and their reading comprehension achievement at the eleventh grade of MAN 1 Kediri.

E. Significance of the Study

This study is important to give the alternative and appropriate method to learning processes that is interesting to the students. So, it is expected to give some valuable contribution to:

1. Teachers

The result of this study is hoped to broaden the teachers horizon about their knowledge in teaching English reading text. It is also hoped that this study may broaden the teachers' horizon about the students' individual differences, especially in their reading strategies together with the alternative solve the problems in reading.

2. Students

The result of this research will give information for the students about the existence of reading strategies. The information is hoped to help them understand themselves by being able to recognize and develop their strategies in reading to improve their reading comprehension achievement.

3. The next researcher

For the further researcher, this study can be used as reference for future studies with similar problem or variables at different level.

F. Scope and Limitation

Based on the identification of that problem, the researcher limits the object of the research. This research intends to investigate the correlation between students' reading strategies and reading comprehension achievement at the

eleventh grade of MAN 1 Kediri. This study is limited to the students' of the 2019/2020 year at the eleventh grade of MAN 1 Kediri.

G. Definition of the Key Terms

Related to the title of this research, the definition of key terms can be used to make the readers easy to understand what the write is try to write and to clarify the problem to be discussed in this research. The key term are arranged as follow:

1. Correlation

Creswell (2014: 338) proposes that correlational research is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. It means that the researcher uses the correlational statistical test to describe and measure the degree of relationship between two or more variable or sets of scores.

2. Reading Strategies

Reading strategies are defined as the comprehension processes that readers use in order to make sense of what they read that categorized as approaches, actions, and procedures used to improve reading comprehension (Zare & Othman, 2017).

3. Reading Comprehension

Grellet (1999 : 4) explains that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension also can defined as the process of making meaning from the text.