

CHAPTER I

INTRODUCTION

This chapter covers the research background, research problems, research objectives, importance of research, scope and limitations, definitions key terms.

A. Background of the Study

One of the important skills to learn is reading. Reading is an ability that can never be separated from the educational aspect. Reading is an important activity that not only grows and stimulates one ability, but also several integrated abilities. These skills empower learners to comprehend texts, and understand the messages conveyed by authors and connecting their previous experiences with their new learning (Torres, 2019). By reading, language learners can also practice several other skills that are integrated to develop language lessons. Language learning is not just about knowing it but how to use it in various dimensions. Same opinion with Scrivener (2011), that learning is not simply a one-dimensional intellectual activity, but involves the whole person (as opposed to only their mental process such as thinking, remembering, analysing, etc.).

Through reading, learners are able to improve their language skills and experience. Learners will get information and ideas that they may not have known before. This is an important process in learning a language. By reading, learners can gain a lot of knowledge. In the world of education, especially language learning, reading skills are used when students are taking exams, tests are given in reading texts. If learners have good reading skills, they can understand the information and messages conveyed by the author in the text so that they can

easily answer questions related to the text based on their understanding after reading the text.

Understanding the text that is being read is a reading comprehension process where the reader has an important role in understanding and processing the meaning of information from the text being read. Grabe and Stoller (2013) define reading comprehension according to a series of necessary processes. This is a thought process for students to do it understand or analyze a text or paragraph that encourages them to acquire more information after reading the text. Neufeld (2005) stated that comprehension is the process of building understanding based on a text. Reading comprehension is the ability to understand information in text and be able to interpret the text appropriately according to the meaning conveyed. Reading comprehension requires continuous coordination of various linguistic and cognitive processes, not only requiring the ability to read words, working memory, making inferences, monitoring comprehension, vocabulary, but also continuity with previous knowledge (Perfetti, Landi and Oakhil, 2005).

Reading comprehension relies on the skill of recognizing words easily and understanding the meaning of words. This is related to individual cognitive development, which is the structure of the reasoning process. This is in accordance with Alowalid, Mujiyanto and Bharati (2018) that reading comprehension requires readers to really know and understand what they read. With reading comprehension, readers can understand the context of the reading they are reading. If readers have a good decoding ability, but do not fully understand what they are reading, it means they only speak with words and do not actually read.

Many factors are affecting reading comprehension. One of them is Spelling ability. According to Alowalid, Mujiyanto and Bharati (2018) the most influential factor on reading comprehension is spelling. Spelling ability is one of the abilities in English that is related to reading comprehension. Spelling is a linguistic unit of language that refers to language skills. It is defined as action form words correctly from one letter. Spelling has its own rules for forming correct words the way the letters appear in the right order to have the meaning of the original. Good spelling knowledge is the key to reading efficiently. Undoubtedly, English spelling is a complicated matter. One single misspelled word can change the entire meaning of the sentence.

Spelling and reading have the same basic knowledge, namely the relationship between letters and sounds. To produce good reading, spelling instructions can be improved to help students better understand the main knowledge of the reading they read. According to Kim and Snow (2021), spelling and reading are representations of the same image of a word. Knowing the spelling of a word makes the representation of that word solid and accessible for fluent reading.

According to Ehri (2005), the ability to read words and understand words automatically relies on the ability to map letters and letter combinations into sounds. If one looks at the overall outline, many words are not very visually distinct (e.g., car, can, stick). Learners can easily memorize hundreds to thousands of words that have the same visuals by understanding the spelling of the words and the meaning of the words. Good insight into the spelling of words that have almost the same letters provides a quicker recall effect compared to words that

have different spellings. This will also underlie reading comprehension abilities which will also increase as insight into the spelling of a word increases.

Reading strategies is another factor that influences reading comprehension. According to Brantmeier (2002), reading strategies are processes used to make it easier for readers to understand what they read. Reading strategies have a very strong influence on the achievement of reading comprehension and are one factor that influences reading comprehension. Gonen (2015) stated that reading strategies are very important to help readers understand the text while reading. Applying reading strategies can make it easier for readers to understand texts which can also have an impact on more efficient use of time.

Reading strategies are needed to understand a reading context correctly. According to Gonen, (2015) reading strategies can make it easier to manage reading difficulties or problems. Applying various strategies in reading helps readers in reading, storing, and processing information (Singhal, 2001). Reading strategies can improve reading comprehension by helping to manage problems and difficulties experienced when reading. Learners will more easily understand the text they are reading and also easily understand the meaning and message in the text. Especially on English texts which are texts that are quite difficult for learners, by applying several reading strategies and easily helping learners to understand the English text.

Based on these factors, the researcher became interested and chose the topic "The Correlation between Spelling Ability and Reading Strategy toward Reading Comprehension of Vocational High School Students". The researcher wants to know the correlation between spelling ability and reading comprehension, the

correlation between reading strategy and reading comprehension, and the correlation between spelling ability and reading strategy toward reading comprehension of SMK Negeri 2 Kota Kediri.

B. Reseach Problems

Based on the background of the study above, the research problems of this problem as follow:

1. Is there any significant correlation between spelling ability and reading comprehension of vocational high school students?
2. Is there any significant correlation between reading strategy and reading comprehension of vocational high school students?
3. Is there any significant correlation between spelling ability and reading strategy toward reading comprehension of vocational high school students?

C. Objective of the Study

Based on the research problems above, this research aimed to find out the correlation between spelling ability and reading strategy toward reading comprehension of vocational high school students of SMKN 2 Kota Kediri.

1. To identify whether there is a correlation between spelling ability and reading comprehension of vocational high school students.
2. To identify whether there is a correlation between reading strategy and reading comprehension of vocational high school students.
3. To identify whether there is a correlation between spelling ability and reading strategy toward reading comprehension of vocational high school students.

D. Hypothesis

Based on the reserach problem and research objective, the hypothesis can be formulated as follows :

Ha₁ : There is a significant correlation between spelling ability and reading comprehension of vocational high school students.

H0₁ : There is no significant correlation between spelling ability and reading comprehension of vocational high school students.

Ha₂ : There is a significant correlation between reading strategy and reading comprehension of vocational high school students.

H0₂ : There is no significant correlation between reading strategy and reading comprehension of vocational high school students.

Ha₃ : There is a significant correlation between spelling ability and reading strategy toward reading comprehension of vocational high school students.

H0₃ : There is no significant correlation between spelling ability and reading strategy toward reading comprehension of vocational high school students.

E. Significances of the Study

The results of this study are expected to provide important information for English students and teachers. It means:

1. For the researcher

Researchers get significance in this study. Researchers will improve skills, learning strategies, and knowledge with those involved in the research.

2. For the readers

The Readers will be able to systematically understand the relationship between spelling ability and reading comprehension, the relationship between the reading strategies used by students in class and their reading comprehension and the correlation among spelling ability, reading strategy and reading comprehension of vocational high school students.

3. For the next researchers

Researchers hope this research can be useful for the next researchers who want to research the same topic and can be a reference for other researchers who want to do research related to this research.

F. Scope and limitation

The scope and limitation of this study is to find and explain about reading skill of the students. This research focused on the correlation between student's spelling ability and reading strategy toward reading comprehension of the tenth grade students of SMKN 2 Kota Kediri.

G. Definition of Key Terms

For the study, the researcher defines the definition of terms used in this study as follows:

1. Spelling Ability

Spelling is a linguistic unit of language that refers to language skills. It is defined as action form words correctly from one letter. Spelling has its own rules for forming correct words the way the letters appear in the right order to have the meaning of the original. Good spelling knowledge is the key to reading and writing efficiently.

2. Reading Strategies

Reading strategy is a term used to describe explicit or implicit action planning that helps readers understand the content contained in the text. Reading strategies are used to make it easier to explore the reading text that is being read in order to understand the meaning conveyed by the author in the text correctly.

3. Reading Comprehension

Reading comprehension is the ability to read to understand what the author conveys by integrating previous experience and knowledge. Reading comprehension is an activity of obtaining information that is read that requires processing and understanding of the reader's mind while reading.