

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition the key terms.

A. Background of the Study

Many learners have reading problems because they lack the specific strategies necessary for efficient reading. When Foreign Learners (FL) reading is a laborious, unpleasant, and unsuccessful process, readers will often be unwilling to read in the target language. This explains why most English Second Language/ English Foreign Learners (ESL/ EFL) learners do not enjoy reading in English. They simply do not understand what they are reading.¹ In addition, most ESL/EFL learners encounter difficulties in reading text. In 1998, Vogel indicated that about 52% of adults with reading problems had difficulties in learning a FL.² Schiff and Calif further explained that EFL students had reading problems because of a lack of knowledge and awareness of how to apply reading strategies. Consequently,

¹ Arnold, Nuttall, "Online Extensive Reading for Advanced Foreign Language Learners: An Evaluation Study", *Foreign Language Annals*, 42, (2009), 340-366.

² Vogel, S, Adults with Learning Disabilities, In Vogel, S. & Reder, S. (Eds.), *Learning Disabilities and Adult Education*, (1998), 5-28.

ESL/EFL students need to master sufficient reading strategies to construct the meaning of the text.³

The first problem is an extreme difficulty mastering the use of “phonics” skills as an aid to early, independent reading because of difficulties with the skills of blending and analyse the sounds in words (phonemic awareness) leading to problems learning letter-sound correspondences. The fundamental cause of most cases of dyslexia—the presence of weakness or lack of talent in phonological language processing which is not necessarily related to a person’s IQ.

The second problem many poor readers have is the slow development of the “sight vocabulary” necessary for fluent reading because of limited exposure to text and the lack of strategies to reliably identify words in text. Fundamentally, these problems arise from the underlying lack of talent in phonological language processing. This second problem often leads to a very persistent and difficult to remediate gap in reading fluency.

In non-native English speaking countries, the high school English curriculum often adopts a reading skill oriented textbook that focuses on vocabulary, sentence structure, and grammar. The content primarily consists of articles with exercises to extend vocabulary and sentence patterns. However, most of students lack knowledge of appropriate EFL reading strategies, or they use such strategies inadequately. The use of sufficient EFL reading strategies is

³ Schiff, R., & Calif, S, “An Academic Intervention Program for EFL University Students with Reading Disabilities”, *Journal of Adolescent & Adult Literacy*, 48 (2), (2004), 102-113.

considered to be one of the important factors contributing to successful language learning.⁴

Oxford and Crookall suggested that SL/FL learners use reading strategies to develop more efficient and effective language learning. Using these strategies provides ESL/EFL learners with good models for writing, gives opportunities to introduce new topics, stimulates discussion, and allows the study of linguistic components such as vocabulary, grammar, and idioms.⁵ Reading strategies can also help ESL/EFL students to overcome reading difficulties. These studies provided constructive suggestions, such as teachers could help “correct” poor EFL readers’ strategic knowledge and help them to deal effectively with the academic reading they face. Therefore, it is necessary to investigate the EFL reading strategies that high school students currently use in order to find out what reading strategies the students need to use to comprehend what they read, to develop reading skills, and to unconsciously increase their vocabularies.

In a study by Sheorey and Mokhtari, ESL reading strategies were further divided into three categories: metacognitive, cognitive, and support. In their definitions, metacognitive strategies were intentionally and carefully planned techniques used by learners to monitor or manage their reading. Cognitive strategies were specific actions and procedures used by learners while working directly with the text. Support strategies referred to readers using tools to

⁴ Ikeda, M. and Takeuchi, “Clarifying the Differences in Learning EFL Reading Strategies: An Analysis of Portfolios”, *System*, 34, (2006), 384-398.

⁵ Oxford, R., & Crookall, D. Research on Language Learning Strategies; methods, findings, and instructional issues, *The modern language Journal*, 73 (4), (1989), 103-114.

comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text.⁶

However, according to Poole, EFL reading strategies consisted of three different categories: global, problem-solving, and support. Global strategies involved planning how to read and managing comprehension. Problem-solving strategies involved using strategies when reading difficult parts of a text. Support strategies involved using devices and techniques to understand a text.⁷

A year later, Sheorey and Mokhtari renamed two categories of their ESL reading strategies. Metacognitive strategies were renamed to global reading strategies, and cognitive strategies were renamed to problem-solving reading strategies.⁸

Goodman divided reading strategies into two types of processing: bottom-up and top-down. Bottom-up strategies involve recognizing a multiplicity of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers, and applying linguistic data-processing mechanisms to impose order on these signals. Top-down strategies involve drawing on one's own intelligence and experience to understand a text through a

⁶ Sheorey, R., & Mokhtari, K., "Differences in the Global Awareness of Reading Strategies among Native and Non-native Readers", *System*, 29, (2001), 431-449.

⁷ Poole, A., "The Reading Strategies Used by Male and Female English Language Learners: A Study of Colombian High School Students", *New England Reading Association Journal*, 46 (1), (2010), 55-63.

⁸ Mokhtari, K., & Sheorey, R., "Measuring ESL Students' Awareness of Reading Strategies", *Journal of Developmental Education*, 25, (2002), 2-10.

puzzle-solving process, or inferring meaning to decide what to retain and what not to retain.⁹

Duke and Pearson proposed six SL/FL reading strategies: prediction or prior knowledge, using think-aloud strategies to monitor comprehension, using text structures, using visual models including graphic organizers and imagery, summarizing, and questioning and answering questions while reading.¹⁰ There are many theories in reading strategies but in this study researcher use Sheorey and Mokhtari theories.

Many researchers have investigated the use of EFL/ESL reading strategies among learners. For example, Poole used the Survey of Reading Strategies (SORS) to explore the reading strategies of 248 university ESL students from the Midwest and South of the United States. The results revealed that problem-solving strategies were used with high frequency, while global and support strategies were used with medium frequency.¹¹

Gorsuch and Taguchi found that Vietnamese college EFL students mostly used bottom-up, top-down, and cognitive strategies to assist comprehension in repeated reading sessions.¹² Karbalaei compared reading strategy use in Iranian EFL and Indian ESL college students. They found that Indian ESL students used

⁹ Goodman, K. Reading: *A Psycholinguistic Guessing Game*. in Brown, H. D. (3 rd ed.), *Teaching by Principles: an Interactive Approach to Language Pedagogy* (1970), 357-389, Oxford, UK: Pearson Longman.

¹⁰ Duke, N. K., & Pearson, P. D. *Effective Practices for Developing Reading Comprehension*. In A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say About Reading Instruction* (3rd ed., (2002), 205–242). Newark, DE: International Reading Association.

¹¹ Poole, A, Gender Differences in Reading Strategy Use among ESL College Students, *Journal of College Reading and Learning*, 36 (1), (2005), 7-20.

¹² Gorsuch, G., & Taguchi, E, Repeated Reading for Developing Reading Fluency and Reading Comprehension: The Case of EFL Learners in Vietnam, *System*, 36, (2008). 253-278.

mostly global and support strategies, as well as metacognitive reading strategies, while Iranian EFL students used mostly problem-solving reading strategies.¹³

Phakiti studied Thai university EFL students; those who frequently use metacognitive strategies had significantly better reading test performance.¹⁴ Mokhtari and Sheorey later explained that skilled readers of FL and SL were characterized as globally aware. They were able to think about the reading process; to draw on planning, monitoring, goal-setting and assessment strategies; and to foster global skills as well as reading comprehension. High English proficiency students seem to use more and a greater variety of strategies in the reading of English texts.

Kummin and Rahman reported that ESL University students from Kebangsaan, Malaysia, who were proficient in English often used a variety of strategies, but those who were less proficient had little knowledge of metacognition. They were not able to use appropriate strategies to evaluate their own reading comprehension or performance.¹⁵ In the aspect of high school students' uses of English reading strategies, Yau's found that EFL Chinese adolescents used metacognitive and problem-solving strategies more frequently in FL reading, yet they used support strategies more often in SL reading.¹⁶

¹³ Karbalaie, A, A Comparison of the Global Reading Strategies Used by EFL and ESL readers, *The Reading Matrix*, 10 (2), (2010), 165-180.

¹⁴ Phakiti, A, A Closer Look at the Relationship of Problem-Solving and Global Strategy Use to EFL Reading Achievement Test Performance, *Language Testing*, 20 (1), (2003), 26-56.

¹⁵ Kummin, S., & Rahman, S, The Relationship between the Use of Meta-Problem- Solving Strategies and Achievement in English, *Procedia Social and Behavioural Sciences*, 7 (C), (2010), 145-150,

¹⁶ Yau, J. –L, Reading Characteristics of Chinese-English Adolescents: Knowledge and Application of Strategic Reading, *Metacognition Learning*, 4, (2009), 217-235.

Li employed the Metacognitive Awareness of Reading Strategies Inventory (MARSI) to explore the uses of reading strategies among senior middle school EFL students, and found that problem-solving reading strategies were used most often, followed by global reading strategies and support reading strategies. In this study, the participants were Taiwanese EFL high school students, and their reading strategy uses were investigated. Therefore, this study also explored the English reading strategies.¹⁷

Based on the explanation above the researcher is interested in conducting a research entitle **“The Correlation between Reading Strategies and Reading Skill of the Eleventh Grade of SMAN 1 Ngadiluwih Kediri”**.

B. Problems of the Study

Based on the background of study above, the problems of the study are formulated as follows:

1. What are the reading strategies of the eleventh grade students' of SMAN 1 Ngadiluwih Kediri?
2. How is the reading of the eleventh grade students of SMAN 1 Ngadiluwih Kediri?
3. Is there any correlation between reading strategies and reading skill of the students of SMAN 1 Ngadiluwih Kediri?

¹⁷ Li, F, A study of English Reading Strategies Used by Senior Middle School Students, Asian Social Science, 6(10), (2010), 184-192.

C. Objective of the Study

Based on the research statement, this particular study aimed at finding out:

1. To investigate the reading strategies used by the eleventh grade students' of SMAN 1 Ngadiluwih Kediri.
2. To investigate the reading skill of the eleventh grade students of SMAN 1 Ngadiluwih Kediri.
3. To investigate whether there is correlation between reading strategies and reading skill.

D. Significance of the Study

It is expected that this research will be useful:

1. For teacher

For teacher, the writer hopes this study can help the teacher to know what is the students' reading strategies that more used and how is the correlation between reading strategies and reading skill.

2. For the students

For the students, the writer hopes this study can help them to be more motivated in reading based on the reading strategies their applied and they can find strategies that suitable in reading.

3. For the next researcher

For the next researcher, the writer hopes they can get information from this study. It can references for the future researcher.

E. Scope and Limitation of the Study

The scope of this study is focused on the correlation between student's reading strategies and their reading skill. This study limited to the eleventh grade students of SMAN 1 Ngadiluwih Kediri.

F. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. **Reading Strategies** are used to help students become efficient readers. Many of these reading strategies are foundational and must be taught and mastered by the student before other strategies can be effective.
2. **Types of Reading Strategies** Sheorey and Mokhtari divided reading strategies into three categories: metacognitive (global reading strategies), cognitive, and support.
 - a. Metacognitive strategies (global reading strategies) were intentionally and carefully planned techniques used by learners to monitor or manage their reading.
 - b. Cognitive strategies (problem-solving reading strategies) were specific actions and procedures used by learners while working directly with the text.

- c. Support strategies referred to readers using tools to comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text.¹⁸

3. Reading Skill are enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. Reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.

¹⁸ Sheorey, R., & Mokhtari, K. "Differences in the Global Awareness of Reading Strategies among Native and Non-native Readers", *System*, 29, (2001), 431-449.