

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, and the significance of the research.

A. Background of the Study

Language is foremost a way of communication, and communication nearly always takes place within some kind of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it (Julie and Deborah, 2010:2). It means that language can be defined as a system of sound, words, etc. used by humans to communicate for humans to transfer information or to explain an idea toward another person.

English plays an essential role and becomes Lingua Franca in the world. Almost all aspect includes English as the international language and communication. In Indonesia, English becomes a foreign language and is to be taught in some schools or institutions. Therefore, mastering English is necessary. By the world development, English can be the way to open the opportunities in all countries in the world. According to Yuliani (2016), English a means of communication that Indonesian people used among nations. Because of that, English is an important aspect even though in Indonesia it becomes a foreign language.

Subasini and Kokilavani (2013, p. 56) assert English is the overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education, and diplomacy. Moreover, in learning English, students are required to be able to understand some of the language skills. Language skills are listening, speaking, reading, and writing. Lotherington (2004, p. 65) argues that the four basic language abilities are commonly regarded as speaking, listening, reading, and writing. By mastering these skills, students are expected to integrate them is communication acts.

Among those four skills, Debat (2006, p. 1) states that reading is the most crucial skill for students of English as a foreign language (EFL) or second language (ESL). Huda (in Fauziati, 2002:112) states that the goal of English teaching is the acquisition of communicative competence with an emphasis on reading skill, and not on oral skill. That is why learn reading is very important to us.

Reading in a second or foreign language (SL/FL) has been a significant component of language learning over the past forty years (Zoghi, Mustapha, Rizan, and Maasum, 2010, p. 439). This significance has made reading education an important issue in educational policy and practices for English language learners (Slavin and Cheung, 2005, p. 247). However, reading is a complex, interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an

individual process, which explains the different interpretations of different readers (Maarof and Yaacob, 2011, p. 211).

There are some factors that influence 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 (Kuru-Gonen, 2015, p. 2924), and the implementation of special reading strategies enables more efficient use of time (Sen, 2009, p. 2301). Moreover, it is an effective way to solve reading problems encountered by students while reading academic material (Lien, 2011, p. 200). 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 (Brantmeier, 2002, p. 1). Research studies on second/foreign language reading have consistently confirmed the importance of reading strategies on developing language learners reading comprehension skills (Zare and Nooreen, 2011; Brantmeier, 2002; Slataci and Akyel, 2002; C). They argue that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002).

The role of the strategy used in reading comprehension has been a topic of discussion in second/foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms,

and unfamiliar cultural load (Lien, 2011, p. 200; Kuru-Gonen, 2015, p. 2924). It implies that being a strategic reader helps the reader comprehend the text and handle the reading problems. Effective strategies will produce an effective result. Skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct a meaningful understanding of the text, poor readers simply read the text word by word without using any strategies (Lau and Chan, 2003, p. 13).

Cogmenand Saracaloglu (2009, p. 249) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand and remember the content. Their findings indicated that in reading text, good readers often use effective reading strategies to enhance their comprehension. According to Chen and Chen (2015, p. 156), learning to read is an absolutely necessary skill for understanding SL/FL texts. Readers may use useful strategies to help them read SL/FL texts as they construct meaning. Using such strategies will help learners not only to understand general information in the reading text at very fast rates but also to remember new lexical items from the text.

Most readers may face comprehension problems while reading a text but proficient readers would face the problems by consciously applying effective reading strategies to solve the comprehension challenges. Alfassi (2004, p. 171) stated that students should understand the meaning of the text, critically evaluate the message, remember the content, and apply a new-found knowledge flexibly. Using reading strategies appropriately may be of great help to non-native readers because it can serve as an effective way of

overcoming language deficiency and obtaining better reading achievement on language proficiency tests (Zhang, 2008). As an EFL educator, it is essential to explore how students learn to read in English and understand more the problems they have encountered in reading strategy use so that teachers can help them acquire better strategies.

To get a clear picture regarding good and poor readers to use specific strategies, this research employed three major reading strategies including global reading strategies, problem-solving reading strategies, and support reading strategies (Mohktari and Sheorey 2002). 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.

Furthermore, based on a preliminary study, the researcher interviewed the English teacher of SMK Plus Darussalam Kediri, especially in the twelfth grade. She found that students had difficulties in reading the text. When students were asked to read, their reading is not clear and most of the students seemed confused to comprehend what they read. Students were difficulty in identifying information, and also difficulty finding the main idea of the text. The students also stated that they had difficulties in reading the text and they were not fluent when the teacher asked them to read the text in English, students did not know about reading strategies when they read the text.

Some studies have investigated reading strategies and reading comprehension achievement. Molla (2015) investigated the relationship

between reading strategy use and reading comprehension among Ethiopian EFL Learners. The categories of reading strategies are Memory reading strategy, Cognitive reading strategy, Compensation reading strategy, Metacognitive reading strategy, Social reading strategy, Affective reading strategy. The result was the use of reading strategies had neither positively nor negatively correlated with reading comprehension achievement.

Similarly, Madhumathi and Ghosh (2012) studied about Awareness of reading strategy use of Indian ESL students and the relationship with reading comprehension achievement, they found Overall, the reading strategy use (global reading strategies, problem-solving reading strategies, support reading strategies) moderately correlated with the reading comprehension achievement of the Indian students.

The use of sufficient EFL reading strategies is considered to be one of the important factors contributing to successful language learning (Ikeda and Takeuchi, 2006). Based on the background above the researcher wants to investigate the correlation between reading strategies and reading comprehension achievement of the twelfth-grade students of SMK Plus Darussalam Kediri. This research entitled "The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Twelfth Grade Student of SMK Plus Darussalam Kediri".

B. Research Questions

From the background of the study, the researcher conducts a research question. So, the statement of the research problem is:

Is there any correlation between reading strategies and reading comprehension achievement of the twelfth-grade students of SMK Plus Darussalam Kediri?

C. The objective of The Study

The objectives of the study that the researcher wants to investigate as follows:

The researcher wants to find out whether there is any significant correlation between reading strategies and reading comprehension achievement of the twelfth-grade students of SMK Plus Darussalam Kediri.

D. Significances of The Study

This study has some significance especially in parts of language learning. Therefore, the researcher derives the significances into some aspects as follow:

1. For the students

The result of this study will be able to inform 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.

2. For the teachers or lecturers

The result of this study is hoped to broaden the teacher's and lecturer's horizons about their knowledge in teaching English reading text. Both of these two components are important to teach especially for reading comprehension as an important component of second language

proficiency. It is also hoped that this study may broaden the teacher's and lecturer's horizons about the students' differences, especially in their reading strategies together with the alternative to solve the problems in reading because each student has different characteristics and problems.

3. For the next researchers

This study gives much information about not only the relationship between reading strategies and reading comprehension achievement but also how much it influences learners reading strategies. Therefore, this study can be used as a reference for future studies with similar problems or variables. They can use and add this study as their reference.

E. Hypothesis

This study is a correlational study and has a hypothesis inside. The researcher sets up the hypothesis into two hypotheses, are Ho (Null Hypothesis) and Ha (Alternative Hypothesis) as follows:

The hypothesis of reading strategy and reading comprehension

Ho: There is no correlation between reading strategy and reading comprehension of twelfth-grade students in SMK Plus Darussalam Kediri.

Ha: There is a correlation between reading strategy and reading comprehension of twelfth-grade students in SMK Plus Darussalam Kediri.

F. Definition of Key Terms

1. Correlation

Correlation is one of the statistical analysis techniques used to find the relationship between two variables that are quantitative. The relationship between these two variables can occur because of a causal relationship or it can also occur by chance alone. Two variables are said to correlate if changes in one variable will be followed by changes in the other variables regularly in the same direction (positive correlation) or opposite (negative correlation).

2. Reading strategies

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and reading comprehension skills benefit every student but are essential for beginning readers, struggling readers, and English Language Learners. Within the last two decades, significant progress has been made in determining the most effective strategies for reading instruction.

3. Reading comprehension

Reading comprehension is the ability to process text, understand the purpose of the text, and integrate with what the reader knows. The ability of individuals to understand texts is influenced by their abilities and ability to process information.