CHAPTER I

INTRODUCTION

In this chapter, the researcher provides background to describe the arguments for choosing this research. It consists of the background of the study, research problems, objective of the study, hypothesis, significance, scope and limitations of the study, and definition of key terms.

1.1 Background of the Study

One of the most crucial skills in learning English is the ability to read. Reading activities can increase knowledge from a reading by understanding the form of a written text, one of which is by summarizing the information needed from a text that is accurate and efficient. May (2010) said, that reading is an interactive process of communication. The interactive communication process is also part of meanings in reading. In modern times like today, reading is one of the main sources for the development of science.

Having early literacy learning habits will produce optimal results or other terms, namely early literacy. Literacy is becoming more crucial as a foundational concept for preparing information for the future (Hunt, Carper, Lasley, Raisch, & Wissick, 2013). One form of literacy learning that needs to be improved is reading literacy. According to Grellet (1986: 4), there are two basic motives for reading: the first is for pleasure, and the second is for information. Children must be familiarized with reading activities from an early age, by reading children can produce understanding through reading or

information obtained from books or other sources. Literacy and technology at a time like now also play a very important role in people's lives.

According to Fry (2010), a lot of reading can increase students' understanding of the material being studied, so that it is rich in knowledge and can make it easy for students to respond to questions. In accordance with this theory, a student's interest in reading is important, because the teaching and learning process cannot be separated from reading activities. Students can develop their knowledge, add insight, and solve a problem to know many things including developing new concepts as well as the results of reading skills. Positive emotions, activation, and attention, so according Chirstianos (1992), can play a role in the reader's text processing, which is as according getting a deeper knowledge of the idea of interest and the manner in which it has been researched. It can be said that with the interest in reading students can understand the lesson well. In the classroom, students will be more interested, so that they will be involved more in teaching and learning activities in class, for example when practicing and asking questions.

Reading, as according Noor (2011: 2), is a precious resource for continuing education, acquiring new knowledge and skills, and getting information through various media, such as newspapers, books, radio, television, and computers. Interest in reading is an interest in an activity, a feeling or liking that is more or it can also be interpreted as a tendency to pay attention to the activity without any coercion from others. Interest in reading is indicated by desire or done with awareness and is followed by pleasure. Someone who is interested in reading carries out these activities with efforts

because of his inner motivation. Reading, according to Yulianti (2014), is the activity of reading text from a book by interacting with contexts and integrating the readers' prior knowledge in understanding them. Getting the right understanding in reading is also one of the manifestations of someone who has a strong reason to read shows this passion by his ability to obtain reading literature, which he then read on his own. Furthermore according to Meida (2018: 44) "reading strategies are important for language learning because they are tools for active and independent engagement which are important for developing communicative competencies or specific actions taken to make learning simpler, faster, and more effective, more fun, more independent, effective, and more transferable to new situations". Reading strategy is a special way or tactic used by the reader in capturing or understanding a reading. Readers can also distinguish between important and detailed information when using strategies in reading, readers who are less competent will make the wrong choice in choosing the right reading strategy.

Reading comprehension is achieved when the reader performs a process that produces meaning, can actively involve experience and knowledge that has been possessed. According to Meida (2018: 44) "Reading comprehension is stated as extracting that much knowledge as possible from a text as soon as possible." Similarly, Koda argues that comprehension occurs when a reader can take and combine various bits of information from the text with something they already know. Furthermore, according Utami (2019) that reading comprehension is the ability to read and understand the main ideas, important, details, and all understanding.

There are some studies which are conducted to investigate the correlation between students' reading habits and their reading comprehension skills at junior high school. The first study conducted by Emma (2019) the title The relationship between students' mastery of reading interest, students' reading strategies and students' reading comprehension at SMA Negeri 1 Kuala Tungkal. The purpose of Emma's research is to determine the relationship between the three variables using quantitative research methods. The population used is 50 students. The second study conducted by Susanto (2015) The title is correlation between students' reading interest and students' reading ability. This study aims to investigate the relationship between the two variables. This study uses a quantitative method. There were 30 students who were used as respondents in the second year of SMA Negeri 1 Punggur. The data collection techniques used questionnaires and tests. The third study conducted by Nia (2021) This study aims to determine the relationship between reading strategies and reading comprehension achievement. This research uses quantitative research. Respondents taken were 79 class XII students of SMK Darus Salam Kediri. The instruments used in this study were reading tests and questionnaires. The researcher sought to find out about the correlation among students' reading interest, students' reading strategies and students' reading comprehension at SMA Negeri 2 Pare.

Based on the explanation above and observations made by researchers, students at SMA Negeri 2 Pare especially in tenth grade. The students have the ability to work on English questions, especially in reading texts. So, researcher very interested in conducting research on whether students have

an interest in reading and strategies when reading English texts that are related to the abilities possessed by students.

Based on these problems related to the relationship among students' reading interest, students' reading strategies and also students' reading comprehension at SMA Negeri 2 Pare, the researcher want to identify the relationship among them. So, the researcher will conduct a study with the title **THE CORRELATION AMONG STUDENTS' READING INTEREST, STUDENTS' READING STRATEGIES AND STUDENTS' READING COMPREHENSION OF THE TENTH GRADE OF SMA NEGERI 2 PARE.**

1.2 Statement of the Problem

Based on the background of the study above, researcher find statement of the problem are:

1. Is there any correlation between students' reading interest with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare?

2. Is there any correlation between students' reading strategy with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare?

3. Is there any correlation between students' reading interest with students' reading strategy of the tenth grade of SMA Negeri 2 Pare?

4. Is there any correlation among students' reading interest and students' reading strategy and students' reading comprehension of the tenth grade of SMA Negeri 2 Pare?

1.3 Objective of the Study

Based on the problem mention before, the objectives of the study are:

1. To identify whether there is a correlation between students' reading interest with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

2. To identify whether there is a correlation between students' reading strategy with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

3. To identify whether there is a correlation between students' reading interest with students' reading strategy of the tenth grade of SMA Negeri 2 Pare.

4. To identify whether there is a correlation among students' reading interest and students' reading strategy and students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

1.4 Hypotheses

Based on the problem of the study and objective of the study, the hypothesis can be formulated as follows:

1. **Students' reading interest with students' reading comprehension**

   - Statistical or null hypothesis (H0): There is no significant correlation between students' reading interest with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

   - Alternative hypothesis (Ha): There is significant correlation between students' reading interest with students' reading comprehension the tenth grade of SMA Negeri 2 Pare.

2. Students' reading strategy with students' reading comprehension

- Statistical or null hypothesis (H0): There is no significant correlation between students' reading strategy with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

- Alternative hypothesis (Ha): There is significant correlation between students' reading strategy with students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

3. Students' reading interest with students' reading strategy

- Statistical or null hypothesis (H0): There is no significant correlation between students' reading interest with students' reading strategy of the tenth grade of SMA Negeri 2 Pare.

- Alternative hypothesis (Ha): There is significant correlation between students' reading interest with students' reading strategy of the tenth grade of SMA Negeri 2 Pare.

4. Students' reading interest, students' reading strategy, and students' reading comprehension

- Statistical or null hypothesis (H0): There is no significant correlation among students' reading interest, students' reading strategy and students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

- Alternative hypothesis (Ha): There is significant correlation among students' reading interest, students' reading strategy and students' reading comprehension of the tenth grade of SMA Negeri 2 Pare.

1.5   Significance of the Study

This research is expected to be useful for anyone, in particular;

1. For high school, it can be used as a reading reference and can also be used as school library literature.

2. For high school teachers, it can be used as an addition to learning innovation for teachers who teach English in reading lessons. The teacher will know the students' reading interest, students' reading strategy and students' reading comprehension.

3. For students, researchers hope that students' reading interest, students' reading strategy and students' reading comprehension will increase so that students are more actively involved in the learning process.

4. For readers to gain knowledge and insights that have been obtained after reading this research.

5. For further researchers, it can be used as a research reference on the correlation of students' reading interest, students' reading strategy and students' reading comprehension.

1.6   Scope and Limitations of the Study

This study only reveals the relationship among students reading interest, students reading strategy, and students reading comprehension of tenth grade of the SMAN 2 Pare school. The researcher focused his attention on students' reading interest, students' reading strategy and also students' reading ability in English lessons.

1.7 Definition of Key Terms

To improve the reader's understanding, the researcher provides further explanations for the terms used:

1. Reading

   Reading activities can increase knowledge from a reading by understanding the form of a written text, one of which is by summarizing the information needed from a text that is accurate and efficient.

2. Reading Interest

   Interest in reading is an interest in an activity, a feeling or liking that is more or it can also be interpreted as a tendency to pay attention to the activity without any coercion from others.

3. Reading Strategy

   Reading strategy is a special way or tactic used by the reader in capturing or understanding a reading.

4. Reading Comprehension

   Reading comprehension is achieved when the reader performs a process that produces meaning, can actively involve experience and knowledge that has been possessed.