

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one form of communication and interaction between humans and other humans. Language is a complex special skill that develops within a person spontaneously, without conscious effort or formal instruction. Therefore, there are forms of communication and interaction between humans that are written and unwritten (oral) that serve to convey someone's intentions to others through sentences or utterances, as language is both written and spoken. According to Amberg and Vause (2009), language is the primary means of communication, which almost always occurs in social life. Therefore, the language used in communication allows us to express our ideas and feelings.

Subasini and Kokilavani (2013) assert that English is clearly the most widely spoken language in the world; it serves as the language of high-level administration, high-level judiciary, higher education, and diplomacy. In addition, when learning English, students are required to be able to understand several language skills. The language skills are listening, speaking, reading, and writing. Lotherington (2004) argues that the four basic language skills are generally considered to be speaking, listening, reading, and writing. Among these four skills, Debat (2006) states that reading is the most important skill for students of English as a Foreign Language (EFL) or a second language. (ESL). According to Dean (2013), reading is more than just clearly seeing the words, more than just correctly pronouncing the printed words, and more than just recognizing the meanings of individual words. Reading requires you to think and feel. Reading is not just about looking at and pronouncing the words in a text, but understanding all the components of the text.

Reading comprehension is a process of constructing meaning that involves written language by interpreting textual information based on prior knowledge and experience. There are several factors that contribute to having good reading comprehension. One of them is reading strategies. Reading strategies are very important to help readers understand the text while reading. Since strategy use is key skill in successful reading comprehension, it should be considered in any instructional practice (Friesen & haigh, 2018; Okkinga, Steensel, Gelderen, Schooten & Slegers, 2018). Reading strategy is defined as the comprehension process used by readers to understand what they read, categorized as the approaches, actions, and procedures employed to enhance reading comprehension (Kuru-Gonen, 2015). In addition, it has been recognized that reading strategies can be taught to learners and that instruction in reading strategies can be beneficial for all students. (Carrell, 1989; Carol, 2002).

Based on initial observations, the researcher found that students are experiencing difficulties in reading texts. When students are asked to read, their reading is unclear, and most of them seem confused about understanding what they read. Students find it difficult to identify information and also struggle to find the main ideas of the text. The role of using strategies in reading comprehension is very important to help students overcome reading difficulties, such as summarizing the underlying messages in the text, dealing with unfamiliar terms, and navigating unknown cultural burdens (Lien, 2011, Kuru-Gonen, 2015). Using reading strategies appropriately can be very helpful for non-native readers, as it can serve as an effective way to overcome language deficiencies and achieve better reading performance on language proficiency tests. (Zhang, 2008).

This research employs three main reading strategies, including global reading strategies, problem-solving strategies, and support reading

strategies as outlined by Mokhtari and Sheorey (2002). Global strategies involve planning how to read and managing comprehension. Problem-solving strategies involve the use of strategies when reading difficult parts of the text. Support strategies involve the use of tools and techniques to understand the text.

Based on the background above, the author intends to research "The Correlation Between Students Reading Strategies and Their Reading Comprehension At SMPN 20 Bengkulu In Academic Year 2023/2024."

B. Identification of The Problems

Based on the result at background of study, the researchers identified several problems, namely:

1. Students' understanding of the importance of reading strategies is still lacking.
2. Students' do not yet have a good reading comprehension so that students have not been able to achieve the criteria of a good reader.
3. Students' understanding of the relationship between reading strategies and reading comprehension is still lacking.

C. Problem Limitation

To avoid misunderstandings and to clarify issues, it is important to define problem boundaries. The researcher limits research related to the correlation between students' reading strategies and their reading comprehension.

D. Research Questions

This research was conducted to answer the following questions

1. How are the students' reading strategies at SMPN 20 Bengkulu?
2. How are the students' reading comprehension at SMPN 20 Bengkulu?

3. Is there any correlation between the students' reading strategies and their reading comprehension of students at SMPN 20 Bengkulu?

E. Research objectives

Based on the statement in the research questions, the purpose of the study are:

1. To find out students reading strategies at SMPN 20 Bengkulu.
2. To find out students reading comprehension at SMPN 20 Bengkulu.
3. To find out what are the correlation between student reading strategies and students' reading comprehension at SMPN 20 Bengkulu in academic year 2023/2024.

F. Significances of the Research

The significances of this research are:

1. The students

The results of this study will be able to inform students about the existence of reading strategies to improve their reading comprehension.

2. The teachers

The results of this study are expected to broaden teachers' insights about their knowledge in teaching English reading texts.

3. The researcher

The results of this study are expected to provide valuable information and knowledge for researchers themselves in their capacity as English teachers, students, and also part of society.

4. The Future researchers

This study provides a lot of information about not only the relationship between reading strategies and reading comprehension, but also how much it affects students' reading strategies. Therefore, this study can be used as a reference for future research with similar problems or variables.

G. Definiton of Keyterms

1. Definition Reading Comprehension

Reading comprehension must also be equipped with many skills such as vocabulary knowledge, background knowledge, grammar knowledge, metacognitive awareness, syntactic knowledge, and reading strategies (Grabe, 2009; Koda, 2007). Grabe (2009) also states that the reading needs to consider the meaning of words quickly and efficiently, and the uses of vocabulary, the process of sentence preparation in building understanding, and the underlying cognitive skills.

2. Definition Reading Strategies

According to Cohen (1990), reading strategies are “those mental procedures that readers deliberately prefer to employ in accomplishing reading tasks”. Hence, employing reading strategies means how readers visualize a task, what they do to construct meaning from the manuscripts, and what they do when comprehension collapses (Block, 1986, 1992; Macaro, 2001; Macaro & Erlar, 2008; Zhang, 2001). Adler (2001) reflects that comprehension strategies are conscious plans — sets of steps that good readers use to make sense of the text.

3. Definition of Correlation

According to Sukardi (2009: 166) correlation research is a study that involves data collection actions to determine whether or not there is a relationship and the level of relationship between two or more variables. Lind, Marchal, Wathen (2008) argue that correlation analysis is a set of techniques for measuring the relationship between two variables, the basic idea of correlation analysis is to report the relationship between two variables. Variable X (horizontal line in the

graph) and variable Y (vertical line in the graph) which become a non-linear relationship, positive or negative.

